

East Penn School District
Curriculum and Instruction

Curriculum for:
Grade 7 Wellness/Fitness

Course(s): Grade 7 Wellness/Fitness

Grades: 7th

Department: Wellness/Fitness

Length of Period (average minutes): 43 minutes

Periods per cycle: 6

Length of Course (yrs.): 0.333

Type of offering: required elective

Credit(s) awarded: N/A

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Enduring Understanding	Essential Questions	Content	Standard	Skills
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> ● How do you know how much moderate physical activity is enough? ● How do you know how much vigorous physical activity is enough? ● How can physical activity choices impact my life as an adolescent? ● What is developmentally appropriateness? ● What is goal setting? ● What are personal fitness goals? 	<ul style="list-style-type: none"> ● FITT – Guidelines for Moderate Physical Activity. F = all or most days of the week, I = heart rate increases to 30-40% maximum (brisk walking), T = 30 or more minutes, T = varied life-long activities ● FITT – Guidelines for Vigorous Physical Activity F = 3-6 days a week, I = increase heart rate into the target heart rate zone, T = 20 or more minutes, T = varied aerobic and anaerobic activities ● Personally developed and self-monitored activity goals based upon assessment, interest, desires and access to the activity will impact my physical activity choices as an adolescent. ● A developmentally appropriate program promotes a physically active lifestyle that accommodates individual differences in levels of skill, fitness and past-experience. It emphasizes fun and success giving students choices that match their capabilities (providing easier to more difficult tasks: an array of moderate and vigorous activities). ● Setting a goal that you look ahead to determine what you want to achieve in the future. Once you set the goal, you decide what steps you need to take and how long it will take to reach the goal. ● Personal fitness goals are based on the results from criteria-based fitness assessments (tri-fit) to enhance cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. 	<p>10.4.9A: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p>	<p>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.</p> <p>Fitness Gram Pre and Post Test</p> <p>Circuits (Core) - Medicine Balls - Back Extensions - Curl Ups - Planks - Leg Raises</p> <p>Circuits (Cardio) - Jump Rope - Running - Locomotor - Exercise Bikes - Pacer - Treadmill - Elliptical</p> <p>Muscular Strength/Endurance - Push Ups - Free Weights - Pull ups - Weight Machines - Resistance Bands</p> <p>Flexibility - Sit and Reach - Trunk Lift - Resistance Bands</p>

	<ul style="list-style-type: none"> • What are activity goals? • How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals? 	<ul style="list-style-type: none"> • Activity goals are based on surveying your personal physical activity interests and the access you have to participation to promote maintaining a physically active, healthy life. • Choosing physical activities that you enjoy will help you want to be physically active. Understanding how those physical activities contribute to cardiovascular endurance, muscular strength and endurance, flexibility and body composition will help you set and reach your fitness goals. Regular physical activity releases endorphins, which enable people to enjoy and sustain commitment to their personal fitness goals. 		<ul style="list-style-type: none"> -Stretching -Shoulder Stretch
	Activity Preference of Adolescents			
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> • What does skill competence mean? • Why is skill competence important to physical activity? • What is previous experience? • How does previous experience affect their participation in activity? 	<ul style="list-style-type: none"> • Skill competence is mastery of skill. The mastery of skill improves self-efficacy, or one's confidence to perform successfully. Several factors that affect self-efficacy include: skill mastery, modeling, verbal persuasion or encouragement, and emotional arousal. • Skill competence improves self-concept and self-esteem, and this relates directly to one's confidence in his or her ability to participate in regular physical activity, find enjoyment in physical activity, and develop positive beliefs concerning the benefits of physical activity. • Previous experience is a prior personal learning through observation, encountering, doing, and testing. • Succeeding in fun and challenging physical experiences helps people to feel capable. Practicing and improving 	<p>10.4.9D: Analyze factors that affect physical activity preferences of adolescents</p> <ul style="list-style-type: none"> • skill competence • social benefit • previous experience • activity confidence 	<p>Evaluate physical activity preferences, responses of the body's systems and activities that support lifelong fitness and activity goals.</p> <ul style="list-style-type: none"> -Speedball -Football -Soccer -Volleyball -Badminton -Pickleball -Basketball -Ultimate Frisbee -Floor Hockey -Field Hockey -Lacrosse -Relay Races -Tag Games -Capture the Flag -Spider Tag -Blob Tag

	<ul style="list-style-type: none"> • What is activity confidence? • What social benefits affect activity preferences of adolescents? • Why are social benefits important in physical activity preferences of adolescents? 	<p>physical skills help a person develop a sense of confidence about their skill. Therefore, practicing correct skill and mastering the form encourages the learner to perform that skill in future practice and game situations. A person who is skilled in tennis is more apt to play tennis outside of physical education class. Someone who is not skilled in basketball may not seek out opportunities to play basketball.</p> <ul style="list-style-type: none"> • The ability of a person to perform well in an activity • The social benefits of physical activity are a sense of worth and positive interaction skills. Feeling good about ourselves and having a healthy sense of worth helps each of us develop to our potential and interact positively with others around us. • Social skills help partners or groups complete a task, build positive feelings in the participants and increase the likelihood of success. 		
-	Factors that Impact Motor Skill Improvement			
Participation in physical activity impacts wellness throughout a lifetime.	<ul style="list-style-type: none"> • What factors of elements of regular participation in physical activity have an effect on motor skill improvement? • What are developmental differences? 	<ul style="list-style-type: none"> • Regular participation in physical activity is important to improve your skills, but there are factors or elements that can influence your skill improvement. One of these factors is developmental difference. • There are three basic domains of development that can affect your motor skills: <ul style="list-style-type: none"> • Physical – change in bodies, growth 	<p>10.4.9E: Analyze factors that impact on the relationships between regular participation in physical activity and motor skill improvement</p> <ul style="list-style-type: none"> • personal choice • development differences • amount of physical activity • authentic practice 	<p>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals preferences and group interactions of adolescents.</p> <p>Group Activity reviewing all of the units and fitting them into a Venn Diagram- showing skill, aerobic capacity etc.</p>

	<ul style="list-style-type: none"> ● Why are we developmentally different? ● How can aspects of developmental difference affect your motor skill improvement? 	<p>spurts, wide range of sizes and body shapes in adolescents years</p> <ul style="list-style-type: none"> ● Cognitive – mental abilities like learning, attention, memory, and thinking ● Psychosocial – emotions and social relationships <ul style="list-style-type: none"> ● As we think about these domains of development, we must accept that we are all different. We differ in height, weight, and body build. Also in energy and fitness levels, intelligence, personalities, lifestyles, and how we spend our free time. We differ in what we invest our time, energy, and talents in. ● Some developmental differences are influenced by biology (heredity). Some people will have areas in which heredity helps their performance and some areas in which it will be more difficult to perform well. For the areas in which it may be difficult, there is a limit to how much you can improve them (you can't control this). This could affect your fitness levels like your strength and flexibility also some of your skill-related fitness components like coordination and reaction time. It is important to know that improving your skills is always possible, but extra practice and desire may be needed to make for lack of inherited ability. Developmental differences are also influenced by culture and the environment that you grow up in. We all have very different experiences outside of school. ● You should not compare yourself to others, but rather focus on your skill level and what you can do to improve. You may need to practice differently or for different amounts of time compared to others. As you grow taller and your 		<p>Students complete an exit survey that provides the teacher with feedback on the activities completed and knowledge gained during the trimester.</p>
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	<ul style="list-style-type: none"> • What other factors or elements of regular participation in physical activity have an effect on motor skill improvement? • How could the amount of physical activity you participate in effect your skill improvement? 	<p>arms and legs grow longer, you will need to practice to help adjust your performance to your new body size. Practice will help you move with greater speed and accuracy with your changing body, both of which are important in skill improvement. When you know your capabilities and accept your differences, you can enhance your skills and apply them to the sports and activities that interest you the most. We will all be different in what we choose.</p> <ul style="list-style-type: none"> • Another factor that can influence your skill improvement is the amount of physical activity that you participate in. • As you increase your activity levels and participate in more activities or participate longer in the same activity, you increase your time to improve your motor skills through your practice and experience 		
<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	<ul style="list-style-type: none"> • What are the effects of positive interactions between group members? • What are the effects of negative interactions between group members? • What are the positive and negative interactions of group dynamics? 	<ul style="list-style-type: none"> • Positive interactions enhance group decision-making and problem solving. Group members work together by listening, offering ideas, trying member ideas, and helping make group choices. Group members perform their roles, support one another, and handle conflict peacefully. • Negative interactions impede group decision-making and problem solving. Group members neglect the responsibilities of their roles or perform them sparingly. They ignore others and/or provoke conflict. • Group dynamics describes how people function in groups. Interdependence is a positive group dynamic: people working together, face-to-face, depending on one another to reach a common goal. Often people perform complementary roles to 	<p>10.4.9F: Analyze the effects of positive and negative interactions of adolescent group members in physical activities</p> <ul style="list-style-type: none"> • group dynamics • social pressure 	<p>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.</p> <p>Cooperative Games (ideas include but are not limited to)</p> <p>Problem Solving -Ship Wreck -Mat Race -Human Knot -Everybody Up</p> <p>Trust Activities -Trust Fall -Human Seat -Willow in the Wind</p> <p>Cooperative Games -Hoop Race</p>

	<ul style="list-style-type: none"> • What are the positive and negative interactions of social pressure? 	<p>contribute to reaching group goals.</p> <ul style="list-style-type: none"> • Social pressures are the forces we allow to influence our thoughts, feelings and behaviors. Pressures can come from adults or peers. Pressures need to be analyzed to determine if they are positive or negative. Positive forces can lead to healthy choices: regular and safe participation in physical activity, eating nutritious meals and resolving conflicts peacefully. Negative forces can lead to unhealthy choices that compromise our physical, mental, emotional and social well-being. • When peers pressure you to do things that you don't want to do or you know are wrong, assert your "rights" to make and uphold healthy choices 		<p>-Mat Race -Quick Line Up</p> <p>Others -Moon Ball -Stork Stretch -Cookie Machine</p>
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • What is agility? • What is balance? • When participating in physical activities is balance necessary? • What is coordination? • Why is coordination necessary when performing a skill? 	<ul style="list-style-type: none"> • Agility is the ability to change position and direction rapidly and accurately while moving in space. Invasion games all require agility. • Balance refers to the body's ability to maintain a state of equilibrium while remaining stationary or moving. • Balance is essential to all sports, but it is especially important in the performance of striking activities. • Coordination implies a harmonious relationship, as a smooth union or flow of movement in the execution of a task. • In striking the volleyball serve force develops sequentially. As the momentum from the body turn approaches its peak, the arm extends at the elbow, and maximum arm speed finally occurs with the snap of a wrist. If the forces are added in the wrong sequence, the movement appears to be uncoordinated. 	<p>10.5.9A: Describe and apply the components of skill related fitness to movement performance</p> <ul style="list-style-type: none"> • agility • balance • coordination • power • reaction time • speed 	<p>Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</p> <p>Station Activities and Skill Related Components:</p> <p>BALANCE -balance beam -balance board</p> <p>AGILITY -agility ladder -shuttle run</p> <p>POWER -plyometrics -free weights</p> <p>REACTION TIME -laser pointer and partner taps to react -Simon says</p> <p>COORDINATION -dance mimics -relays</p>

	<ul style="list-style-type: none"> ● What is power? ● Identify activities that require power? ● What is reaction time? ● In what way is reaction time applied to movement performance? ● What is speed? ● In what sports/activities is it necessary to have speed? 	<ul style="list-style-type: none"> ● Power is a combination of strength (force) and velocity or speed ● Power is required for weight training, throwing, kicking, hitting and jumping. A person kicking a soccer ball needs to transfer their weight to create a shift in momentum and power from their body to the ball. ● Reaction time is the time it takes a person to move after he or she hears, sees, feels, or touches a stimulus. ● Suppose someone is throwing you a ball. The time it takes you to get into position to catch the ball is your reaction time. Suppose you are a goalie your reaction time begins from the time the opponent strikes the ball until you successfully block it. ● Speed is distance traveled in a period of time. ● Suppose you are playing basketball and you have just grabbed a rebound under your opponent's basket. You use your speed to dribble the length of the court to your team's basket. 		<p>FITNESS ROOM</p> <ul style="list-style-type: none"> -machines -plyometric boxes -free-weights -medicine balls
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<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • How do you know that the constant practice strategies improved self-paced skill performance? • How do performers improve externally-paced skills (changing environment)? • How are variable practice strategies applied to the improvement of Externally-paced skills? 	<ul style="list-style-type: none"> • Record-keeping to document refinement from less to more fluent (tennis serve), and/or enhancement of the skill changes in height, speed, distance, etc. (gymnastic skills). • In externally paced skills, performers must respond at a certain time and rate that is determined by conditions in the environment (most parts of net, field, and invasion games). • Improving externally-paced skills occurs with variable practice (repetition of skill using different movement characteristics) in response to a changing environment and mental practice of knowledge of result cues, e.g. Dribble in different directions and speeds in response to small-sided game conditions, mentally practice the conditions that will prompt you to dribble to the left, right, faster, slower. 	<p>10.5.9C: Identify and apply practice strategies for skill improvement</p>	<p>Describe using appropriate vocabulary and using training principles to improve physical fitness.</p> <p>Floor Hockey -shooting technique -dribbling technique -passing technique -give and go -defensive concepts (man to man and zone) -offensive skills (move to open space) -transition</p> <p>Speedball -decision making skills -defensive concepts -offensive skills -transition -scoring options</p> <p>Basketball -shooting technique -dribbling technique -passing technique -give and go -defensive concepts (man to man and zone) -offensive skills (move to open space) -transition</p>
	<p>Offensive and Defensive Game Strategies</p>			
<p>Quality lifelong movement is based on scientific concepts/principles.</p>	<ul style="list-style-type: none"> • What are the four classifications of games? • What are game tactics? 	<ul style="list-style-type: none"> • Target (bowling and golf); Striking and Fielding (kickball, softball, and baseball); Net /Wall (volleyball, tennis, and pickleball); and Invasion (football, basketball, soccer, and floor hockey). • Tactics are decisions players make during game play to reach the goals of scoring, preventing scoring, and restarting the game. • Decisions on-the-ball and off-the-ball players make when they or their team 	<p>10.5.9F: Describe and apply (move apply to 8th grade) game strategies to complex games and physical activities</p> <ul style="list-style-type: none"> • offensive strategies • defensive strategies • time management 	<p>Describe using appropriate vocabulary and using training principles to improve physical fitness.</p> <p>Invasion Games: -Capture the Flag -Flag Football</p> <p>Net/Wall Games -badminton -pickleball -volleyball -table tennis -basketball</p>

- **What are offensive tactics?**

- has possession of the ball is trying to score.
- In target games, offensive tactics enable players to send away objects toward stationary targets in fewer attempts than the opponent. In golf the tactic is reducing the number of strokes and in bowling the tactic is knocking down all the pins on the first ball.
 - In striking/fielding games, offensive tactics enable players to strike a ball with sufficient accuracy and/or power to elude players on the fielding team, and give time for the hitter to run between bases and score. In softball the offensive tactics are: getting on base, moving the runner, and advancing to the next base.
 - In net/wall games, offensive tactics enable players to send the ball back to the opponent so that the opponent is unable to return it or is forced to make an error. In net/wall games the tactics are: setting up to attack (volleyball) or setting up to attack by creating space on opponent's side of net in tennis and badminton); winning the point, and attacking as an individual, pair, or team.
 - In invasion games, offensive tactics enable players to move the ball on the court or field to get near the goal and score. In invasion games the offensive tactics are: maintaining possession of the ball; attacking the goal; creating space in attack; and using space in attack.
 - Decisions on-the-ball and off-the-ball players make (individual or team) when they do not have possession of the ball and are trying to prevent the offense from scoring.

Target Games
 -Lacrosse
 -Field Hockey
 -Soccer

Striking and Fielding
 -Floor Hockey
 -Field Hockey
 -Soccer
 -Mat ball

Offensive Strategies
 -moving into open space
 -supporting the ball
 -give and go
 -picks
 -pick and roll
 -spatial awareness

Defensive strategies
 -man to man
 -zone
 -loose marking
 -tight marking
 -interceptions

Transition
 -importance of quickness
 -lack of quickness- impact on team

	<ul style="list-style-type: none"> • What are defensive tactics? 	<ul style="list-style-type: none"> • In target games, there is no defense. • In Striking/fielding games, defensive tactics enable players to prevent scoring. in fielding games the defensive tactics are: defending space by infield/outfield position; defending bases; and defending space as a team. • In net/wall games, defensive tactics enable players to return the ball and keep it inbounds. In net/wall games the defensive tactics are: defending space on own court; defending against an attack; and defending as an individual, pair, or team. • In invasive games, defensive tactics enable players to intercept the object and prevent scoring. Invasion game defensive tactics are: defending space; defending the goal; and winning the ball. 		
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Giles-Brown, Liz. Physical Education Assessment Toolkit. Champaign, IL: Human Kinetics, 2006. Print.

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Teacher Designated Supplemental Materials