

# 7<sup>th</sup> Grade Physical Education

**Instructional Focus:** This level applies skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.

## Motor Skills

### Standards

**SHAPE Standard 1** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities

### Objective

Students will:

- Demonstrate correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance.
- Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
- Catch with a mature pattern from a variety of trajectories using different objects in small-sided game play.
- Pass and receive with feet in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games such as soccer or speedball.
- Throw, while moving, a leading pass to a moving receiver.
- Execute at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.
- Perform the following offensive skills with defensive pressure: pivot, give and go, and fakes.
- Dribble with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.
- Demonstrate foot dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
- Shoot on goal with power and accuracy in small-sided game play.
- Slide in all directions while on defense without crossing feet.
- Execute consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickle ball.
- Strike with a mature overhand pattern in a dynamic environment for net or wall games such as volleyball, handball, badminton or tennis.
- Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.
- Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side.
- Demonstrate forehand and backhand volleys with a mature form and control using a short handled implement.
- Demonstrate two-hand volleys with control in a dynamic environment.
- Execute consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce, or horseshoes.
- Strike, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard and golf.
- Strike a pitched ball with an implement to open space in a variety of practice tasks.
- Catch, with a mature pattern, from different trajectories using a variety of objects in small-sided game play.
- Demonstrate correct technique for a variety of skills in one self-selected outdoor activity and individual performance activity.

### Examples

Use a variety of movements appropriate to an activity or game that is introduced.

<b>Learning Concepts</b>	
<b>Standards</b>	
<p><b>SHAPE Standard 2</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. <b>AK PE Standard B</b> Apply movement concepts to the learning and performance of physical activities.</p>	
<b>Objective</b>	<b>Examples</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Reduce open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).</li> <li>• Execute at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.</li> <li>• Create open space by staying spread on offense, and cutting and passing quickly.</li> <li>• Reduce open space on defense by staying close to the opponent as he/ she nears the goal.</li> <li>• Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection.</li> <li>• Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates.</li> <li>• Create open space in net or wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.</li> <li>• Select offensive shot based on opponent’s location (hit where opponent is not).</li> <li>• Vary the speed and/or trajectory of the shot based on location of the object in relation to the target.</li> <li>• Use a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.</li> <li>• Select the correct defensive play based on the situation (e.g., number of outs).</li> <li>• Identify and apply Newton’s laws of motion to various dance or movement activities.</li> <li>• Analyze the situation and makes adjustments to ensure the safety of self and others.</li> </ul>	<p>Apply concepts learned to games in physical education and extra-curricular activities or sports.</p>
<b>Fitness and Active Lifestyle</b>	
<b>Standards</b>	
<p><b>SHAPE Standard 3</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <b>AK PE Standard C</b> Participate regularly in physical activity. <b>AK PE Standard D</b> Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness</p>	

<b>Objective</b>	<b>Examples</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</li> <li>• Participate in a physical activity 2 times a week outside of physical education class.</li> <li>• Participate in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training.</li> <li>• Participate in a variety of strength and endurance fitness activities such as weight or resistance training.</li> <li>• Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.</li> <li>• Distinguish between health-related and skill-related fitness.</li> <li>• Adjust physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.</li> <li>• Describe and demonstrate the difference between dynamic and static stretches.</li> <li>• Describe the role of exercise and nutrition in weight management.</li> <li>• Describe overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.</li> <li>• Design a warm-up and cool-down regimen for a self-selected physical activity.</li> <li>• Define how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.</li> <li>• Describe how muscles pull on bones to create movement in pairs by relaxing and contracting.</li> <li>• Design and implement a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.</li> <li>• Maintain a physical activity and nutrition log for at least 2 weeks, and reflects on activity levels and nutrition as documented in the log.</li> <li>• Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity.</li> <li>• Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise.</li> </ul>	<p>Encourage students to participate in a school or community event.</p>
<b>Social/Respect</b>	
<b>Standards</b>	
<p><b>SHAPE Standard 4</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others. <b>AK PE Standard E</b> Exhibit personal and social behavior that respects self and others in physical activity settings</p>	
<b>Objective</b>	<b>Examples</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.</li> <li>• Demonstrate both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</li> <li>• Provide corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.</li> <li>• Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.</li> <li>• Problem-solve with a small group of classmates during adventure activities, small-group initiatives or game play.</li> </ul>	<p>Demonstrate peaceful conflict resolution strategies.</p>

<ul style="list-style-type: none"> <li>• Demonstrate knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance.</li> <li>• Independently use physical activity and exercise equipment appropriately and safely.</li> </ul>	
<b>Value Physical Activity</b>	
<b>Standards</b>	
<b>SHAPE Standard 5</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <b>AK PE Standard F</b> Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	
<b>Objective</b>	<b>Examples</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify different types of physical activities and describes how each exerts a positive effect on health.</li> <li>• Identify positive mental and emotional aspects of participating in a variety of physical activities.</li> <li>• Generate positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.</li> <li>• Identify why self-selected physical activities create enjoyment.</li> <li>• Explain the relationship between self-expression and lifelong enjoyment through physical activity.</li> <li>• Demonstrate the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.</li> </ul>	<p>Students share information on school and community activities that they participate in.</p>