

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Physical Education - Grade 7

June 2017

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results

ESTABLISHED GOALS		
<p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to formulate strategies to gain knowledge of game play using rules, key concepts, and elements of fairplay.</p>	
<p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will understand that it is important to cooperate with others.</p> <p>Students will understand that there are rules and regulations when playing individual and team sports.</p> <p>Students will understand that individual and team sports are played throughout life for continued health and wellness.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What does it mean to be a good team player?</p> <p>Why is it important to demonstrate good offensive and defensive strategies?</p> <p>Why is it important to follow rules for game play?</p>
<p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>Students will be familiar with the decision making model.</p> <p>Students will learn the various rules and regulations for each activity of the individual and team sports</p>	<p><i>Students will be skilled at...</i></p> <p>Students will be able to use the decision making model during game play.</p> <p>Students will be able to connect the rules and regulations to self assess their ability to</p>
<p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p>		
<p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment,</p>		

<p>challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>units.</p> <p>Students will recognize the benefits of being active.</p>	<p>play game.</p> <p>Students will be able to analyze the social benefits of team play.</p>
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Students will be evaluated based on a rubric of E-Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M-Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A-Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a</p>	<p>PERFORMANCE TASK(S):</p> <p>Students will complete a portfolio assessment at the end of the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Handball, Badminton, and Pickleball. The portfolio will include an explanation of rules (procedures, safety, and scoring), fair play, skill performance, and offensive and defensive strategies for game play.</p>

	variety of physical activity environments).	
T, M, A	Assessment based	<p>OTHER EVIDENCE:</p> <p>Class closure discussion questions</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Quizzes</p> <p>Teacher checklist</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire on individual and team sports. Questions will allow students to recall prior knowledge from 6th grade, reflecting on safety, rules, skills, scoring, and game play strategies.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Students will complete the following individual and team sport activities: Track & Field, Basketball, Volleyball, Flag Football, Team Handball, Badminton, and Pickleball.</p> <ul style="list-style-type: none"> - Introduction- history of the sport - Equipment safety - Skill development (i.e. passing, receiving, striking, dribbling, shooting, running) - Game play rules, procedures, and scoring - Game strategies, fairplay, group cooperation 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> - Students will be able to discuss the history of sports as they have evolved - Students will show understanding of safety by proper use of equipment during skill practice and game play - Students will demonstrate correct execution of skills by teacher observation, self and peer assessments during practice and game play - During game play, students will be able to successfully follow the respective rules, procedures, and scoring - Students will be able to formulate offense and defense strategies, and ways to work cooperatively with a

		group for success
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Subject/Course: Physical Education

Unit: Fitness and Dance

Grade: 7

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>Health National Standard 1: Students</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to to choose fitness and/or dance activities that they enjoy; to maintain lifetime health and wellness.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will understand that being physically fit is important to achieve lifetime wellness.</p> <p>Students will understand that dance can improve athletic performance.</p> <p>Students will understand that dance enhances problem solving skills.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What does it mean to be physically fit?</p> <p>How can fitness impact your health?</p> <p>How can dance benefit an athlete's performance?</p> <p>How can dance improve group cooperation skills?</p>
	Acquisition	
<p><i>Students will know...</i></p> <p>Students will recognize that dance creates opportunities for health, enjoyment,</p>	<p><i>Students will be skilled at...</i></p> <p>Students will perform a variety of dances, with or without a group, that demonstrate</p>	

<p>will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Heath National Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>challenge, self-expression and/or social interaction.</p> <p>Students will recall specific motor skills and movement patterns that benefit from performing a variety of dance steps.</p> <p>Students will identify the four components of fitness and illustrate ways in which they can achieve and maintain a health-enhancing level of fitness.</p>	<p>positive peer interactions and self-expression.</p> <p>Students will perform a variety of dances that demonstrate agility and coordination skills.</p> <p>Students will be able to assess which components of fitness are utilized when performing several fitness based activities and sports.</p>
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).</p>	<p>PERFORMANCE TASK(S):</p> <p>Line Dance summative assessment:</p> <p>Students will be assessed on their ability to perform a series of steps to music.</p> <p>Fitness Goal:</p> <p>Students will assess their fitness levels through the use of a year-long fitness goal, tailored to each student's needs.</p>

T, M, A	Assessment based	OTHER EVIDENCE: Class closure discussion questions Self assessment Peer assessment Quizzes Teacher checklist

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire on fitness and dance. Questions will allow students to recall prior knowledge from 6th grade.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Line Dance</p> <ul style="list-style-type: none"> -History, purpose, and benefits of dance in the PE curriculum -Review line dance(s) learned in 6th grade (popular dances that are typically seen at weddings, celebrations). -Line Dance instruction- students will learn new line dances with teacher demonstration and practice. Emphasis will be on following a specific count (i.e. four count), repetition of steps, listening to the music, using resources/strategies to get back on step during the dance, and being creative, expressive, and enthusiastic. <p>Fitness</p> <ul style="list-style-type: none"> -Fitness activities- The components of fitness will be incorporated in the following ways: Games (i.e. chasing, fleeing activities) Individual and Team sports Fitness stations (i.e. circuit training with fitness equipment) Warm-up activities at the beginning of class Fitness test practice Fitness goal 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> -Students will be able to explain why dance would be an important part of PE. -Students will be able to demonstrate new line dance steps by the end of the class period. -During closure questions, students will be able to identify which component(s) of fitness connect with each station or activity.

	<p>Fitness goal (description)</p> <ul style="list-style-type: none">-Students will reflect on their CT state fitness test performance from 6th grade.-Students will practice the fitness tests to gather the most current data in order to formulate their personal goal.-Students will choose a goal based on their weakest performing component of fitness.-The goal will be re-tested every 1-2 months throughout the year.-Discussions will focus on activities that can be performed, in and out of class, to help improve the different components of fitness.	<ul style="list-style-type: none">-Students will be able to choose an appropriate fitness goal by accurately assessing their personal fitness levels.-Students will see a marked improvement in their chosen fitness goal by the end of the school year.
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Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>PE National Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns</p> <p>PE National Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>PE National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>PE National Standard 4: The physically literate individual exhibits personal and social behavior that respects self and others.</p> <p>PE National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will be able to participate in a variety of game activities that promote wellness throughout life.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Students will understand that games in class can be cooperative and/or competitive in nature.</p> <p>Students will understand that games can evolve over time, since their creation.</p> <p>Students will understand that games in class can incorporate the components of fitness.</p> <p>Students will understand that success in games involve teamwork and cooperation.</p> <p>Students will understand that picnic and outdoor games can be played throughout life.</p>	<p>ESSENTIAL QUESTIONS</p> <p>What is a cooperative game?</p> <p>What is a competitive game?</p> <p>How do games relate to fitness?</p> <p>What are picnic and outdoor games?</p> <p>Why is group cooperation and teamwork important in various games?</p>

<p>ideas and expressing their own clearly and persuasively.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>Students will recognize that cooperative and competitive games afford the ability to be creative, challenging, and interact with peers.</p> <p>Students will identify the components of fitness that are used in the games unit.</p> <p>Students will identify elements of cooperation and competition through popular sports in society.</p> <p>Students will recall several movement patterns and motor skills that can benefit through games played in class.</p>	<p><i>Students will be skilled at...</i></p> <p>Students will be able to differentiate between cooperative and competitive games played in class.</p> <p>Students will create a game that includes elements of cooperation and/or competition.</p> <p>Students will demonstrate a cooperative and/or competitive game that exhibits personal and social behavior, and respects self and others.</p> <p>Students will be able to choose, with a partner or group, from a variety of picnic or outdoor games to play in class with success.</p>

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students will be evaluated based on a rubric of E- Emerging (Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition), M- Maturing (Students can demonstrate the critical elements of motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice), or A- Applying (Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments).	PERFORMANCE TASK(S): Students will complete a “Creative Games” group project. Students will be evaluated on their ability to work cooperatively to create and present a new, unique competitive or cooperative game to the class.

T, M, A	Assessment based	OTHER EVIDENCE: Class closure discussion questions Self assessment Peer assessment Quizzes Teacher checklist
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will complete a questionnaire about the games unit. Students will be able to recall any information they learned about competitive, cooperative, and picnic/outdoor games from 6th grade.	
T, M, A	<p>Summary of Key Learning Events and Instruction</p> <p>Cooperative Games- introduction, elements of cooperation. -Students will be exposed to a variety of cooperative games in class.</p> <p>Competitive games- introduction, elements of competition. -Students will be exposed to a variety of competitive games in class.</p> <p>Picnic/Outdoor games- introduction, elements of P & O games -Students will be exposed to a variety of picnic and outdoor games in class.</p> <p>Creative Games- group project -Students will be placed in groups and assigned equipment -Groups will create a game that is safe, unique, and creative -Groups will present their game to another group, as well as play another group's game -Students will be evaluated on their presentation, creation of the game, and written description of the game</p>	<p>Progress Monitoring</p> <p>-Students will be able to explain key elements of a cooperative and competitive game.</p> <p>-Students will be able to explain key elements of picnic and outdoor games.</p> <p>-Students will be able to find success in the creative games project by working cooperatively with a group and being creative with their design and presentation.</p>

	<p>Suggested resource(s):</p> <p>National Standards and Grade Level Outcomes for K-12 Physical Education (Shape America, 2014).</p>	
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