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| **Content Area** | Physical Education | | | **Grade Level** | 7th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement Competence and Understanding | 1. Combine the critical elements of movement and skills concepts | | | | | | PE09-GR.7-S.1-GLE.1 |
| 1. Physical and Personal Wellness | Expectations for this standard are integrated into the other standards at this grade level. | | | | | |  |
| 1. Emotional and Social Wellness | 1. Develop strategies to communicate ideas and feelings | | | | | | PE09-GR.7-S.3-GLE.1 |
| 1. Demonstrate inclusiveness in and out of classroom settings | | | | | | PE09-GR.7-S.3-GLE.2 |
| 1. Prevention and Risk Management | 1. Implement safety procedures in the utilization of space and equipment | | | | | | PE09-GR.7-S.4-GLE.1 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Cooperation and Communication | | | 6 weeks | | | 1 | |
| Movement Patterns | | | 6 Weeks | | | 2 | |
| Analysis of Performance | | | 6 weeks | | | 3 | |

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| **Unit Title** | Cooperation and Communication | | | **Length of Unit** | 6 weeks |
| **Focusing Lens(es)** | Game Strategies | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.7-S.4-GLE.1  PE09-GR.7-S.3-GLE.1  PE09-GR.7-S.3-GLE.2  PE09-GR.7-S.1-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How can one nonverbally communicate with teammates to ensure they feel like an important component of the team? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.2; N.1) * How can one communicate to others that he or she does not want to participate in an activity when confronted by peer pressure? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.3; N.1) * Why is it important to learn to cooperate with many types of individuals from diverse backgrounds? (PE09-GR.7-S.3-GLE.2-EO.b; IQ.4; RA.3; N.2) * If you had to skip warming up or cooling down, which one would you skip, and why? (PE09-GR.7-S.4-GLE.1-EO.a; IQ.1; RA.1) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Prevention and Risk Management  Emotional and Social Wellness | | | | |
| **Concepts** | Safety, Application, Reflection, Acceptance, Enjoyment, cooperation, Decision Making, Creativity, Integrity. | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Cooperation and acceptance of others facilitates increased enjoyment of a variety of activities. (PE09-GR.7-S.3-GLE.2-EO.b; IQ.4; RA.3; N.2) | What team or group activities lead to enjoyment for you? | How do you show acceptance and cooperation with others that are different than you? |
| Application of safe practices provides the necessary foundation for success and enjoyment of activities. (PE09-GR.7-S.4-GLE.1-EO.a; IQ.1; RA.1) | Why is not enjoyable to be in an unsafe environment? | How do you respect Safety? |
| Responsible reflection around choices-made leads to better-informed decision making in the future. (PE09-GR.7-S.3-GLE.1-EO.1; IQ.2; N.1) | What are some concepts of integrity? | Why Is it important to show integrity? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Participate in group cooperation games for fun and teambuilding (PE09-GR.7-S.3-GLE.2-EO.b) * Design a game that includes manipulative, offense and scoring. Teach it to someone. (PE09-GR.7-S.1- GLE.1-EO.i) * Demonstrate offensive and defensive strategies for physical activities (PE09-GR.7-S.1-GLE.1-EO.h) * Make connections between physical activity and how it pertains to understanding others cultures (PE09-GR.7-S.3-GLE.2-EO.d) * Identify the consequences of choice made when dealing with peer pressure (PE09-GR.7-S.3-GLE.1-EO.b) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *A variety of physical activities use offensive and defensive strategies. It is important to work with others to understand the different interpretations of those strategies.* |
| **Academic Vocabulary:** | Consequences, diagram, cooperation, manipulatives, peer pressure | |
| **Technical Vocabulary:** | Team building, offensive strategies, scoring, physical activity, defensive strategies | |

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| **Unit Title** | Movement Patterns | | | **Length of Unit** | 6 weeks |
| **Focusing Lens(es)** | Rhythms | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.7-S.1-GLE.1  PE09-GR.7-S.3-GLE.1  PE09-GR.7-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How does one determine what the goal is when creating a game, movement, dance, or sport with a group? (PE09-GR.7-S.1-GLE.1-EO.c,i; IQ.2; RA.4) * What are some ways to demonstrate cooperation without actually talking to someone? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.1; RA.1; N.1) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Emotional and Social Wellness  Prevention and Risk Management | | | | |
| **Concepts** | Creativity, Performance, Cooperation, Sequencing, Tolerance, Reflection. | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Tolerance of others’ values and beliefs is requisite for demonstrating cooperation in competitive activities. (PE09-GR.7-S.3-GLE.1-EO.a; IQ.1; RA.1; N.1) | What are some components of cooperation? | Why is cooperation and tolerance necessary for success? |
| Sequencing and rhythm develops skillful and creative movement patterns. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) | What are some components of sequencing multiple movements? | How can rhythm be important in mastering a sport or sequencing skill?  What are some activities and sports in which balance and body rotation are integral for success? |
| Personal reflection improves skills and performance. (PE09-GR.7-S.1-GLE.1-EO.c,i; IQ.2; RA.4) | What should you reflect on when needing to improve a performance? | How does reflection help us improve our performance?  What are ways to avoid injury in gymnastics? In dance? |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Create a game, dance or sport with a group (PE09-GR.7-S.1-GLE.1-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.a) and (PE09-GR.7-S.1-GLE.1-EO.b) and (PE09-GR.7-S.3-GLE.1-EO.a) * Review, describe and identify safety aspects of safe participation in Physical activities (PE09-GR.7-S.4-GLE.1-EO.c) and (PE09-GR.7-S.4-GLE.1-EO.b) and (PE09-GR.7-S.4-GLE.1- EO.d) and (PE09-GR.7-S.4-GLE.1-EO.a) * Compare and contrast the effectiveness of part to whole practice and whole practice (PE09-GR.7-S.1-GLE.1-EO.g) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Working with others from different backgrounds to create a dance, gymnastics routine, game or sport can be fulfilling.* |
| **Academic Vocabulary:** | Environment, participation, practices, sequences, cooperation, tolerance, compare and contrast, effectiveness | |
| **Technical Vocabulary:** | Game, movement, dance, sport, gymnastics, traveling, balancing, weight transfer, routine, skills | |

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| **Unit Title** | Analysis of Performance | | | **Length of Unit** | 6 weeks |
| **Focusing Lens(es)** | Assessment | **Standards and Grade Level Expectations Addressed in this Unit** | PE09-GR.7-S.1-GLE.1  PE09-GR.7-S.3-GLE.2  PE09-GR.7-S.4-GLE.1 | | |
| **Inquiry Questions (Engaging- Debatable):** | * When would it be most effective to learn a skill in parts? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) * How does increasing the number of players in a game affect the outcome? (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1) | | | | |
| **Unit Strands** | Movement Competence and Understanding in Physical Education  Emotional and Social Wellness  Prevention and Risk Management | | | | |
| **Concepts** | Decision Making, Acceptance, Reflection, Object Control, Safety, Application. | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Object control depends on safely applying knowledge of skills and reflection on performance. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) | How do you know when you have object control? | Why is object control necessary? |
| Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs. (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1) | What could you do to modify a game so all can participate? | Why is it important to include all participants skill levels? |
| Knowledge of fundamental movement skills facilitates the analysis and application of mature movement. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) | What information do you need to break down a skill? | Why is it important to understand part to whole. |

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| **Key Skills:**  **My students will be able to (Do)…** |
| * Participate and respect peers with varying skill abilities during physical activities (PE09-GR.7-S.3-GLE.2-EO.a) * Use knowledge to modify games, analyze movement and explain key elements in movement (PE09-GR.7-S.1-GLE.1-EO.e) and (PE09-GR.7-S.3-GLE.2-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.f) and (PE09-GR.7-S.1-GLE.1-EO.d) |

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| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Students can help each other become better movers by working together to analyze and correct each others performances.* |
| **Academic Vocabulary:** | Respect, performance, patterns | |
| **Technical Vocabulary:** | Motor skill development, overhand, sidearm, underhand throwing, catching, kicking, punting, striking, trapping, dribbling, volleying, movement patterns | |