

WALTER T. BERGEN MIDDLE SCHOOL
BLOOMINGDALE, NJ

PHYSICAL EDUCATION CURRICULUM
GRADE 7

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CONTENT AREA: PHYSICAL EDUCATION	GRADE: 7	UNIT: I	UNIT NAME: WELLNESS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Compare and contrast the differences between physical activity and physical fitness and explain the applications to enhance a healthy lifestyle • Define 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 • Determine how the primary principles of training (FITT) may use advances in technology for the purposes of improving personal fitness 	<ul style="list-style-type: none"> • 2.6.8.A.1: Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.2.8.B.3: Analyze factors that support or hinder the achievement of personal health goals during different life stages. • 2.6.8.A.4: Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5: Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. • 2.1.8.B.2: Justify when individual or collaborative decision-making is appropriate. • 2.6.8.A.3: Analyze how medical and technological advances impact personal fitness. • 2.6.8.A.5: Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

CONTENT AREA: PHYSICAL EDUCATION**GRADE: 7****UNIT: II****UNIT NAME: MOVEMENT EDUCATION**

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing environments (i.e. games, sports and dance) • Create and demonstrate a planned movement sequence that includes changes in force, motion and tempo in various physical activities (i.e. games, sports, dance) 	<ul style="list-style-type: none"> • 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). • 2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 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).

CONTENT AREA: PHYSICAL EDUCATION**GRADE: 7****UNIT: III****UNIT NAME: COOPERATIVE GAMES**

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative activities • Compare and contrast the effectiveness of cooperative strategies in a variety of settings (i.e. game, sport, dance) • Evaluate feedback received from self and external sources to improve motor performance during cooperative activities 	<ul style="list-style-type: none"> • 2.2.8.A.2: Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. • 2.2.6.A.1: Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. • 2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. • 2.5.6.A.4: Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.2.6.B.1: Use effective decision-making strategies.

CONTENT AREA: PHYSICAL EDUCATION

GRADE: 7

UNIT: IV

UNIT NAME: INDIVIDUAL ACTIVITIES

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. • 2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

CONTENT AREA: PHYSICAL EDUCATION	GRADE: 7	UNIT: V	UNIT NAME: TEAM ACTIVITIES
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance. • 2.6.8.A.4: Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance.

ASSESSMENTS

- Written tests of knowledge, rules, positions, and strategies
- Preparation
- Class Participation
- Attitude/Behavior
- Sportsmanship
- Performance
- Physical Fitness Test Rubric
- Skill Development
- Peer Assessments
- Offensive and Defensive Strategies
- Skill Modifications