

Brick Township Public Schools Health Education CURRICULUM

Grade 7

Aligned to NJSL

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

BRICK TOWNSHIP PUBLIC SCHOOLS 7th Grade Physical Education	
Content Area: 7th Grade Physical Education	
Course Title: Physical Education	Grade Level: 7
Motor Skill Development	Full year
Cooperative Games	Pacing Guide: 3-4 weeks
Team and Individual Sports	Pacing Guide: (12) 2 week units
Physical Fitness	Full year

Created on:	July 2015
Revised on:	June 2017
Board Approved:	September 14, 2017

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BRICK TOWNSHIP PUBLIC SCHOOLS	
Unit Overview	
Content Area: Physical Education Grade: 7	
Standard: 2.5	
Strand: Motor Skill Development	
<p>Summary: Students will continue to create and demonstrate more advanced planned movement sequences, individually and with others, based on tempo, beat, rhythm and music.</p> <p>College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>Primary interdisciplinary connections: Health Education, Mathematics, Language Arts Literacy, Science</p>	
<p>21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
Learning Targets	
<p>Content Standards</p> <p>2.5 Motor skill development- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	
Number	Common Core Standard for Mastery
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.3	Create, explain, and demonstrate, as a small group a planned movement sequence, that includes changes in rhythm, tempo, and musical style
2.5.8.A.4	Detect, analyze, and correct errors, and apply to refine movement skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students demonstrate and appreciate 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p>

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<p>Choreographed dance movements?</p> <ul style="list-style-type: none"> • What are the elements of dance? • Compare and contrast dance movement concepts and skills from other sports and activities • Applying the FITT principal, how can you implement dance into your personal fitness program? • How does basic knowledge of time, space, and energy lead to improved health? 	<ul style="list-style-type: none"> • The value of dance as a tool for fitness throughout your life. • How dance movements skills can be applied to other sports and activities to increase personal performance • How to apply rhythm and tempo in to choreographed dance movement patterns and other activities • The critical process of observing, describing, analyzing one’s movement pattern to improve performance
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The importance of engaging in lifelong activities to promote a healthy lifestyle • The elements of dance • Movement dynamics and qualities emphasize time space and energy • The quality of integrated movement depends on body alignment, and synchronized use of major and minor muscle groups 	<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT continue to create and demonstrate more advanced dances based on tempo, beat and music. • SWBAT define the main terms associated with dance (tempo, beat, rhythm, etc.) • SWBAT differentiate between different styles of dance • SWBAT integrate a variety of isolated and coordinated movement possibilities utilizing all major muscle groups, applied skeletal alignment, body patterns, balance, and range of motion in composition and performance • Incorporate a broad range of dynamic movement qualities by manipulating aspects of time, space, and energy in a planned or improvised movement setting
Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Skill Testing (Rubric) • Task Completion • Written assignments including essays, research, exit slips, and journals 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort and attitude. 	

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Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner’s multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

Unit Overview

Content Area: Physical Education

Grade: 7

Standard: 2.5, 2.6

Strand: Cooperative Games

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Summary: Students will work cooperatively while participating in a variety of games and problem solving activities.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Primary interdisciplinary connections: Health Education, Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5 Motor Skill Development - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6 Fitness- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
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.4	Detect, analyze, and correct errors, and apply to refine movement skills
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small group, and team activities
2.6.8.A.1	Summarize the short and long term physical, social, emotional benefits of regular physical activity
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students work cooperatively to accomplish various tasks? • How is cooperation beneficial during cooperative activities? • How does participation in a variety of activities lead to an active lifestyle? • How can you apply cooperative team concepts into social interactions and relationships? 	<p>Unit Enduring Understandings</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Apply problem-solving techniques to real life experiences. • Understand a variety of activities that lead to a healthy lifestyle • Understand the concept of cooperation and how each individual plays a vital role to team success • Explain how skills can transfer from one activity to another • Understand the benefits of cooperation and teamwork
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to utilize cooperation to be successful in team activities • How to include a variety of activities into their lifestyle • How to apply safety rules and procedures into activities • How cooperation and problem solving skills lead to success in real-life experiences 	<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT apply problem solving concepts and strategies during activities • SWBAT develop and apply cooperative strategies with teammates during team activities or sports • SWBAT compare and contrast skills from various sports
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Skill Testing • Task Completion • Written assignments including exit slips, journals, and essays 	
<p>Summative Assessments - Class participation, preparation, effort, sportsmanship and attitude.</p>	

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Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
 - Shorter assignments when needed.
 - Use of concrete examples before beginning activity.
 - Cue student by stating name before asking a question, or speaking to them.
 - Use of preferential seating.
 - Provide opportunity for movement.
 - Provide student with cool off location.
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- Allow for additional time for written work as well as to comprehend and master skill introduced.
 - Assign student a peer tutor/partner learner when necessary.
 - Keep in mind learner’s multi sensory, visual, and auditory style.
 - Provide variety of size manipulative to accommodate student needs.
 - Provide extra worksheets for students who exceed given assignment.
 - Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
 - Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

Teacher Notes:

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Unit Overview

Content Area: Physical Education

Grade: 7

Standard: 2.5, 2.6

Strand: Team and Individual Sports

Summary - Students will work cooperatively while participating in a variety of sports. An emphasis will be put on the continued development and refinement of skills, knowledge of rules and etiquette and competitive game situations.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed

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Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Learning Targets

Content Standards

2.5- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.6- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Common Core Standard for Mastery
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.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
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.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

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<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can students apply skills, rules and knowledge to game situations? • Compare and contrast participating in a team and individual sport? • How do the rules and regulations of the game affect team strategy? • What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay? 		<p>Unit Enduring Understandings</p> <p><i>Students will</i></p> <ul style="list-style-type: none"> • Apply the value of sports as a tool for fitness throughout your life. • Understand how to assess skill level and apply appropriate strategies to improve team and individual performance • Understand how to apply sportsmanship, goal setting, and cooperation to team and individual sport activities • Compare and contrast various skills and concepts, and define transcend through all team and individual sports 	
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Apply the basic skills required to compete in the various team sports • How to apply the rules and procedures of each team sport • Apply the team concepts to improve performance 		<p>Unit Objectives</p> <ul style="list-style-type: none"> • SWBAT demonstrate various sport skills, rules and game strategy. • SWBAT apply appropriate skills to participate in team sports • SWBAT utilize appropriate drills to improve performance • SWBAT successfully compete in both team and individual setting • SWBAT compare and contrast competing in team and individual settings 	
<p>Evidence of Learning</p>			
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Written Assignments including exit slips, essays, journals, and statistics 		<ul style="list-style-type: none"> • Skill Testing • Task Completion • Written Tests/ Quizzes 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort, sportsmanship and attitude. 			

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- Provide opportunity for movement.
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- Allow for additional time for written work as well as to comprehend and master skill introduced.
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- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Textbooks, computer lab, various Physical Education equipment, music.

Teacher Notes:

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**BRICK TOWNSHIP PUBLIC SCHOOLS
PHYSICAL EDUCATION: FITNESS**

Content Area: Physical Education

Unit Title: Fitness

Standard: 2.6

Target Course/Grade Level: 7th grade

Unit Summary : This unit focuses on fitness education, aimed at helping students acquire knowledge and higher order understanding of health related physical fitness (the product), as well as habits of physical activity and other healthy lifestyles(the process), that lead to good health related physical fitness, health and wellness.

Primary interdisciplinary connections: Health Education, Math, Language arts, Science

21st Century Themes: Social Media, Global awareness, Finance, Health Literacy

Technology connections: Pedometers, Fitbit, Personal fitness track apps (myfitnesspal, zombie run, trackmyrun, etc.)

Learning Targets

Content Standards:

2.6 Fitness – all students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy and active lifestyle

CONTENT STANDARDS LINK:

CPI #	Cumulative Progress Indicator (CPI)
2.6.8.A.1	Summarize the short and long term physical, social, and emotional benefits of regular physical activity
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate it's effectiveness
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness
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 fitness levels

Unit Essential Questions

- Analyze the components of a successful personal training program
- How can you improve your current level of physical fitness?

Unit Enduring Understandings

Students will understand that...

- How and why the FITT principal plays a vital role in any successful training program
- Regular physical fitness can provide physical,

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<ul style="list-style-type: none"> • What are the benefits of an active lifestyle, and how can you apply them to your life? • What are the components of FITT and how can they be applied to a physical fitness program? • What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels? 	<p>emotional, and social benefits</p> <ul style="list-style-type: none"> • The effects of realistic and unrealistic goal setting when creating a physical fitness regimen • The difference between skill related fitness and health related fitness
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to create and utilize a individualized health fitness plan • How to set realistic personal goals and design a personal fitness plan to reach them • How they can measure their current level of physical fitness, and develop strategies and methods to improve personal fitness level • The physiological responses to a developmentally appropriate physical fitness plan 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • SWBAT pursue realistic physical fitness goals • SWBAT make personal fitness choices by comparing and contrasting the components of health related fitness • SWBAT Create an individualized life fitness plan and continue to assess it to make appropriate changes • SWBAT apply the components of FITT into their own lifestyle

Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Student Observation • Class Discussion • Written Assignments including exit slips, essays, journals, and statistics 	<ul style="list-style-type: none"> • Skill Testing • Task Completion • Written Tests/ Quizzes • Fitness statistics
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Class participation, preparation, effort, sportsmanship and attitude. 	

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Teacher Notes:

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