

Effective Date: 2011-2012

Hamburg Area School District

Name of Course: Middle School Physical Education
Department: Physical Education

Grade Level: 7
Instructional Time: ½ year
Length of Course: full year
Periods Per Cycle: 3
Length of Period: 55 minutes

Texts and Resources: Internet, Best New Games by Dale N. LeFevre,
More Innovative Games by Brenda Lichtman,
P.E. Teachers Skill By Skill Activities Program
by L.F. Bud Turner and Susan Turner,
Coeducational Recreational Games by John Byl
Educational Gymnastics by Ruth Morison
P.I.A.A. Sports rules books

Assessments: presidential fitness
testing, strength testing,
Coordination testing, speed
testing, agility testing,
subjective evaluation of
Performance, endurance
testing, merit grade

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)
Unit: G.Y.M. (Get Yourself Moving)

Time Line: 6 classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|---|------------------------------------|
| What is your long term plan for improving physical fitness in your lifestyle? What are your favorite physical activities and why are they your favorites? What is the importance of developing a consistent routine of some type of exercise? What factors play a role in whether a person consistently exercises? What are examples of ways students can overcome obstacles to exercising? | Students will write down a plan for improving fitness. They will list goals they want to accomplish by the end of the school year. Students will list their favorite activities and give reasons why those activities are their favorites. Students will be able to list at least three benefits of regular exercise. Students will discuss strategies for implementing a consistent exercise program. Students will do warm-up and stretching exercises and develop different warm-up routines. Students will participate in relay activities incorporating different forms of movement and skills. | 10.4.6A, 10.4.6B, 10.4.6D, 10.5.6D |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)
Unit: Personal Development

Time Line: 13 classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|--|---|--|
| What is the importance of variety in physical training? What are your lifelong fitness goals? What is your plan for reaching your life long fitness goals? How will you assess your level of fitness? | Students will complete the President's Challenge fitness battery. Students will complete a five class indoor fitness program that allows for flexibility in selecting activities they wish to complete. Students will use heart rate monitors to assess their level of fitness. Students will develop goals for lifelong fitness. Students will develop a personal weight training program to target a specific area of strength or endurance they want to improve and will implement the plan. | 10.4.6A, 10.4.6B,10.4.6C, 10.5.6D, 10.5.6E |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)

Unit: Track Your Success

Time Line: 6 classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|--|
| What affects improvement in performance? How do we measure improvement in performance? | Students will develop a plan of improvement in some mode of fitness. They will select a form of assessment to be used to track their success. They will be given a specified amount of time to work on improvement each class. | 10.4.6A, 10.4.6B, 10.4.6C,10.4.6E, 10.5.6D |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)

Unit: Team Sports and Activities

Time Line: 24 Classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|--|--|---|
| What affects success in team sports? What is team work and why is it important in a game situation? What are the general rules of soccer, football, basketball, hockey, volleyball, and wiffle ball? Why is it essential to understand basic terminology of an activity prior to playing that activity? How can playing sports affect your overall well being? How can playing sports carry over into other lifetime activities? What specific roles do players incur while playing sports? What is player etiquette and why is it important? What role does communication play in team success? | Students will be able to list factors that affect success in team sports. Students will be able to repeat basic rules of team sports such as basketball, football, hockey, soccer, volleyball, and wiffle ball. Students will be able to use vocabulary associated with the sports of soccer, football, hockey, volleyball, and wiffle ball to show their understanding of the games. Students will play in competitive game situations. Students will identify roles they embrace such as leadership, follower, and being a good sport? | 10.4.6A,10.4.6B, 10.4.6F, 10.5.6B, 10.5.6C, 10.5.6F |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)

Unit: Individual Sports and Activities

Time Line: 29 Classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|---|--|--|
| How can one improve performance in individual activities? What activities would be helpful in improving balance? What is bowling etiquette? What are the basic rules of tennis? Gymnastics, Bowling, Tennis, indoor games | Students will practice balance, body control, and tumbling skills. Students will work together to form pyramids. Students will practice bowling etiquette when bowling. Students will practice tennis skills and show an understanding of the rules of the game? Students will play indoor games that involve individual movement, and basic skills such as throwing, kicking, running, striking, and other forms of movement. | 10.4.6A, 10.4.6E,10.4.6F, 10.5.6E, 10.5.6F |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)

Unit: Cooperative Open Ended Activities

Time Line: 4 classes

| Essential Content/ Essential Questions | Performance Objectives | Standards/Anchors |
|--|---|---------------------------|
| Why is it important to be able to appropriately interact with other people? How does cooperation lead to success? How can what you say, or how you react affect a person's performance? How do you select a leader? Why are rules necessary? | Students will participate in the poison river activity, relay challenge, and fitness fun with mats. They will be given open ended problems and must come up with a solution as a group. Students will be given equipment and must develop a game with a set of rules to be played by another group in the class. | 10.4.6F, 10.5.6B, 10.5.6F |

**Hamburg Area School District
Course Plan
(Middle School Physical Education)**

Course Name: Physical Education (Grade 7)

Unit: Aerobic Activities

Time Line: 8 classes

| Essential Content/Essential Questions | Performance Objectives | Standards/Anchors |
|--|--|---|
| What role does dance play in society? How can one make distance running more fun? What is target heart rate? How often should one exercise to improve cardiovascular endurance? What is interval training? How has technology been incorporated into physical activity? | Students will participate in various aerobic activities such as different forms of dance including zumba and line dancing. Students will participate in distance running after developing a plan to make running more exciting. Students will be introduced to interval training. Students will find their target heart rate and monitor their heart while exercising to see if they are in their target range. Students will use Wii fit technology as part of class work outs. | 10.4.6A, 10.4.6C, 10.5.6A, 10.5.6D, 10.5.6E |