<table>
<thead>
<tr>
<th>Strand</th>
<th>Content</th>
<th>PA Standard</th>
<th>Skills</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fitness</td>
<td>Specific Focus on Aerobic Capacity and Body Composition</td>
<td>All content meets standards</td>
<td>CF3: PE. 2 (7) A. Identify the following components of physical fitness: aerobic capacity and body composition. Recognize activities which develop each component.</td>
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<td></td>
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<td><strong>10.4A</strong></td>
<td>CF3: PE. 2 (7) B. Set goals for maintaining or improving aerobic capacity and body composition using the FITNESSGRAM Assessment.</td>
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<td><strong>10.4.B</strong></td>
<td>CF3: PE. 2 (7) C. Understand the value of aerobic fitness to health, employment and leisure pursuits in the community.</td>
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<td><strong>10.4.C</strong></td>
<td>CF3: PE. 2 (7) D. Define the principle of overload including factors of frequency, intensity and duration. Describe activities which utilize these principles in muscle conditioning.</td>
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<td><strong>10.4.D</strong></td>
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<td>1) Teacher observation;</td>
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<td><strong>10.5.D</strong></td>
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<td>2) Checklist</td>
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<td><strong>10.2.B</strong></td>
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<td>3) Student participation</td>
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<td><strong>10.2.E</strong></td>
<td></td>
<td>4) Video, pictures (do a commercial using appropriate software.)</td>
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<td><strong>10.1.E</strong></td>
<td></td>
<td>5) Journal entry</td>
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<td><strong>10.4.F</strong></td>
<td></td>
<td>6) Design a record of trials for groups using interval or continuous training to improve a component of physical fitness.</td>
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<td><strong>10.2.D</strong></td>
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<td>7) Spreadsheet, graph, chart</td>
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Create a list of activities which contribute to aerobic capacity, body composition or endurance.

List community resources for activities that develop these components. (a)

Develop and participate in activities which will work toward your goals in improving aerobic capacity or body composition. Identify community resources for development of these components.

Participate in an aerobic activity. Discuss factors which contribute to health and leisure pursuits in the community. (b)

Design a record of trials for groups using interval or continuous training to improve a component of physical fitness. (c)
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<tr>
<td>Skills Development</td>
<td>Combine skills, rules, and strategies to participate in modified or regular forms of physical activities (e.g., soccer, basketball, racquet sports). List related community resources for continued participation. (a) Soccer Skills include: inside kick; body trap; Basketball Skills include: dribbling with non-dominant hand; two hand overhead pass; baseball pass; jump shot Dance skills include: Aerobic or Square dance Gymnastic Skills include: balance beam; v-seat Track and Field skills include: standing long jump Demonstrate competency without cue in critical elements of specialized sports skills: (e.g., Soccer - inside kick; Basketball - Jump Shot; Tennis - basic overhead serve; Track - standing long jump) (b) Design and perform sequences of dance steps or movements with intentional changes of direction, speed and flow.</td>
<td>All content meets standards 10.4A 10.4.E 10.5.A 10.5.B 10.5.E Additional standards (a) 10.5.F (b) 10.4.F</td>
<td>CF3: PE. 4 (7) A. Apply basic skills and movement patterns in a variety of sports, dance and other physical activities. CF3: CE 4 (7) B. Demonstrate the ability to perform basic sports skills in a variety of sports. CF3: PE. 4 (7) C. Apply knowledge of movement skills and patterns to participate in creating a movement sequence with or without music.</td>
<td>1) Teacher observation 2) Student participation 3) Performance Rubrics 4) Demonstration 5) Video tape 6) Peer review</td>
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| **Self Confidence**    | Perform maneuvers to protect self in combative situations                                                                                                                                              | All content meets standards 10.3.C 10.4.F                                   | CF3:PE. 3 (7) A Identify dangers in the environment and demonstrate the ability to protect self and others<br>CF3:PE. 3 (7) B Demonstrate the ability to apply rules in a game situation, including establishing fair teams<br>CF3:PE. 3 (7) C Demonstrate the ability to assist people with special needs<br>CF3:PE. 3 (7) D. Apply safety standards that incorporate the use of safety precautions and equipment to group physical activities<br>CF3:PE. 3 (7) E. Recognize and use supportive language in physical activity settings.  
CF3: PE. 1 (7) A. Recognize the social and personal benefits of a physically active way of life, and how they influence success in the community. 
CF3: PE.1 (7) B. Participate in the Physical Education program. Include trying all activities, cooperation, consideration of others, skill, practice, effort and safety. 
CF3:PE.1 (7) C. Describe the range of feelings exhibited during physical activity. | 1) Teacher observation  
2) Student participation  
3) Video, audio tape  
4) Rubric  
5) Journal  
6) Log  
7) Pictures incorporated into collage  
8) Written report  
9) Chart/ graphic organizer  
10) Record heart rate on spreadsheet before and after stress activity.  
11) Use Polar Heart Rate Monitor to gather information |
| **Self Reliance**      | Rotate captains in a variety of physical activities. After experiencing leadership roles, groups reach agreement on activity rules and safety precautions and boundaries.                                             |                                                                              |                                                                                                                                                                                                     |                                                                           |
| **Social Responsibility** | Participate in activities which stimulate assisting a disabled person. Simulate situations that could arise in the community. (a) Develop and implement rules for safety in physical activities. (b) Acknowledge in a positive manner the efforts of teammates and opponents during and at the conclusion of an activity. Discuss how these positive comments impact participants and the community. Interview people in school or community who display social or personal benefits of a physically active way of life. (c ) With students, construct a rubric to measure success in participation in Physical Education. Include effort, cooperation/ consideration and safety as criteria. Buddy with a younger class to teach a |                                                                              |                                                                                                                                                                                                     |                                                                           |
new skill or activity

Keep a journal of feelings related to participation in physical activities. Design a collage using pictures of yourself, classmates, or others participating in school and community activities. (d)

Research a dance or sport on the Internet. Present information, including history, rules, equipment, safety, and current status. Report your findings to the teacher or class. (e)

Identify sources of stress in a teenager’s life. Demonstrate techniques or activities that help reduce stress. (f)

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**Physical Education Grade 7**

**Strand**

**Movement**

Perform critical elements of basic movement skills in a dynamic (game) situation (eg. use appropriate levels in jumping high for a rebound, or lower the center of gravity when guarding an opponent).

Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills (eg. tennis stroke, gymnastics stunt, set shot).

**Content**

All content meets standards

**Standard**

10.1.A
10.4.B
10.2.C
10.1.A
10.1.F
10.3.C

**Skills**

CF3: PE. 5 (7) A. Apply critical elements to perform basic skills.

CF3: PE. 5 (7) B. Demonstrate the ability to assess movement skills for others.

CF3: PE. 5 (7) C. Understand that certain factors influence the performance of motor skills.

CF3: PE.5 (7) D. Apply Newton’s Second Law (force is a result of mass times acceleration) to improvement of critical elements in physical

**Assessment**

1) Teacher observation;
2) checklist
3) Student participation
4) Peer review
5) Video
6) Chart / graphic organizer’
7) Log
Demonstrate the ability to contrast a partner’s movement.

Demonstrate attention to form, power, accuracy and follow through in movement skills.

8) Debrief following participation

9) Class discussion

10) Data base entries