

Grade 7 Physical Education

Fitness

Am I fit and healthy? How do I stay fit and healthy? How do I improve my fitness and health?

Health-related fitness incorporates the areas of cardiovascular fitness, flexibility, muscular strength, muscular endurance, nutrition, and other health related topics. In the seventh grade we teach a specific fitness unit, as well as integrating these fitness concepts into all our units during warm-ups, cool-downs, skill practice, and game play/performances. Students must develop lifelong habits of activity that insure daily moderate and vigorous exercise. Technology (heart rate monitors or pedometers) is used as a tool to improve fitness.

- Participates in a variety of aerobic and non-aerobic activities
- Uses heart rate monitors to assess their fitness
- Performs dynamic warm-ups specific to activities being performed
- Defines basic weight training terminology
- Demonstrates basic weight training techniques and safety in the weight room
- Participates in the CT Physical Fitness Assessment and relates their performance to personal fitness
- Sets a SMART fitness goal based upon their performance on the CT Physical Fitness Assessment.
- Designs and implements a plan to improve their fitness level.
- Discusses the benefits of eating smaller meals throughout the day, rather than larger portions less often
- Explains the importance of eating and drinking regularly to enhance physical and mental performance

Adventure Education

How does what I say or do impact my group? How do we solve this problem as a team? How do we begin to trust each other as a team? How does goal setting help my team?

Adventure education at the sixth grade level consists mainly of cooperative games to promote positive relationships and productive teamwork. Cooperative games are noncompetitive and experiential opportunities, which encourage participants to communicate, listen, trust, and strategize with others.

- Demonstrates trust
- Demonstrates effective communication skills when working on a group task
- Demonstrate effective problem solving skills when working on a group task
- Applies the steps of goal setting (*the What*-a realistic long and short term goal; *the How*— options with their potential positive and negative outcomes; task; the choice and implementation; the *How Did We Do* and *How Do We Improve*-assessment and refinements)

The steps to problem solving include planning, brainstorming, and strategizing before beginning task; trying a solution using effective communication skills; adjusting and refining the plan if not successful; accomplishing the task; and analyzing process upon completion.

Individual, dual, and team sports

What do I need to do to be an effective player? What makes a successful team?

During the middle school years students refine the basic motor skills and movement patterns into more specific sports related skills and strategies. Hand-in-hand with the skills and strategy development is the achievement of self-initiated behaviors that promote success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. In keeping with these standards, the sport offerings give students a chance not only to learn and practice skills in isolation, but also opportunities to use them in actual gamelike situations using basic strategies.

Seventh graders may participate in the following sports:

Invasion sports (basketball, field hockey flag football, lacrosse, soccer, team handball, ultimate Frisbee): strategies include right shot/right time; lead passing, pivoting, cutting, receiving, defensive positioning

Badminton: serve, overhead clear, drop shot, smash, strategies (i.e. shot choice, use of open space), rules, doubles and single play, court etiquette

Volleyball: skill review-set pass, bump (forearm pass), underhand serve; more advanced skills and strategies (i.e. overhand serve, skill combinations, ready position, use of space, covering); communication skills; rotation; rules of the game.

Creative Dance

What does this creative dance express? How can I make this creative dance better?

Dance is an essential part of a comprehensive physical education program. Dance provides a balance between functional and expressive purposes of movement. In seventh grade we focus on creative dance. The Laban movement framework and the artistic creative process (create, perform, respond, revise, and perform) forms a basis for this unit.

- Performs combinations of dance steps with smooth transitions. Laban's framework of movement will provide the foundation.
- Performs movements with an emphasis using the whole space (stage) in a variety of ways
- Performs movement combinations/phrases using directionality
- Works cooperatively as individuals, with partners, and in small groups.
- Performs dance steps and patterns to a variety of inspirations (silence, sounds, poems, stories, art work, beat patterns, music)
- Practices literal movement, abstract, and narrative movements
- Creates a dance to an inspiration (student choice) using the artistic creative process
- Gives effective feedback to help peers improve performance
- Demonstrates being a good audience