

Grade Level: 7

Course: PE: team taught course with ½ period for each activity

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g., assessments, performance, projects, homework)
September	<p>Fitness measurement & goal setting</p> <p>Five components of fitness</p>	<p>1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p> <p>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform fitness tests that measure the five components of fitness <ol style="list-style-type: none"> 1. Cardiorespiratory endurance 2. Muscular strength 3. Muscular endurance 4. Flexibility 5. Body composition • Set fitness goals to be achieved this year. • Define and understand how to measure the five components of fitness 	<p>Fitness testing equipment in PE storage portable</p>	<p>Written completion of fitness measurements and goals in student portfolio</p> <p>Components of fitness quiz</p>
September	<p>ultimate frisbee</p>	<p>1.1 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform basic frisbee skills, backhand toss with correct preparation, weight shift and follow through. Perform a variety of catches. • Display fundamentals of ultimate frisbee team play in games. • Display understanding of ultimate frisbee rules in games. 	<p>Frisbees in PE storage</p> <p>Ultimate frisbee rules poster</p> <p>Ultimate frisbee form posters (to be developed)</p>	<p>Observation of basic frisbee throwing motions, preparation, weight transfer and follow through</p> <p>frisbee skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p>

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October	<p>Aerobic buildup and pedometers</p> <p>Cardio respiratory & Heart rate response to exercise</p>	<p>1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p> <p>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Complete a variety of outside running activities recording steps, distance and calories with a pedometer and heart rate with hand held heart rate monitors. • Display proper set up and safety with pedometers. • Understand resting and training zone heart rates. 	<p>Pedometers and hand held heart rate monitors in PE storage</p>	<p>Daily recording of steps, distance, calories and or heart rate.</p> <p>Daily exit question on heart rate response to exercise.</p> <p>Heart rate response to exercise test.</p>
October	<p>Ultimate Frisbee</p>	<p>1.2 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform basic frisbee skills, backhand toss with correct preparation, weight shift and follow through. Perform a variety of catches. • Display fundamentals of team play in games. • Display understanding of ultimate frisbee rules in games. 	<p>Frisbees in PE storage</p> <p>Ultimate frisbee rules poster</p> <p>Ultimate frisbee form posters (to be developed)</p>	<p>Observation of basic frisbee and throwing motions, preparation, weight transfer and follow through</p> <p>frisbee skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p>

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November	<p>Circuit strength and core training.</p> <p>Muscle and bone function and identification</p>	<p>1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.</p> <p>1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Complete a daily circuit with emphasis on developing muscular strength and muscular endurance. • Display safe strength training technique with all equipment • Identify the major muscles and bones used in human locomotion. 	<p>Strength training and core training equipment in PE storage</p>	<p>Observation of student technique with emphasis on safety.</p> <p>Daily questioning on muscles and bones as they participate in circuit.</p> <p>Muscle and bone identification test.</p>
November	<p>Badminton</p>	<p>1.3 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform underhand serve, forehand, backhand and smashes with correct preparation, weight transfer and follow through. • Display fundamentals of team play (communication, zones etc) in games. • Display understanding of badminton rules in games. 	<p>Badminton rackets, nets and birdies in PE storage</p> <p>Badminton rules poster</p> <p>Badminton form posters (to be developed)</p>	<p>Observation of Raquet skills, preparation, weight transfer and follow through</p> <p>Badminton skill checkoff rubri (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p>

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December	Social Dance – Salsa (or other social dance depending on instructor expertise)	1.1. Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Display appropriate dance social skills, respect, dance with all, intro & thank you. • Perform the basic salsa step with a partner to music. • Perform a variety of salsa moves with a partner to music. 	Salsa dance video in PE video library.	Observation of student interaction with each other, look for courtesy to all. Observation of basic step and at least two other moves. Student entry into the all class dance contest.
December	Floor hockey	1.4 Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Display correct hand position when holding hockey stick • Display hockey safety including, stick no higher than waist and staying out of goalie crease • Perform face off, shooting and passing without high sticking • Display fundamentals of team play (communication, passing) in mini games. Games will limit players to certain zones to encourage team play. • Keep heart rate above 135bpm during games. 	Hockey sticks and goals in PE storage Hockey rules poster Hockey form posters (to be developed) Hand held heart rate monitors	Observation of stick handling and safety rules. Hockey skill checkoff rubric (to be developed) Observation of understanding of rules and team play during games. Record working heart rate a least during games. Heart rate must be above 135bpm.

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January	Fitness measurement & goal evaluation FITT & Training principles	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. 1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Students will: <ul style="list-style-type: none"> • Perform fitness tests that measure the five components of fitness <ol style="list-style-type: none"> 6. Cardiorespiratory endurance 7. Muscular strength 8. Muscular endurance 9. Flexibility 10. Height and weight • Evaluate fitness goals set in September • Define and understand how the FITT & training principles are used to increase our fitness 	Fitness testing equipment in PE storage portable	Written completion of fitness measurements and goals in student portfolio FITT & Training principles quiz
January	Basketball Jump Rope	1.5 Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Perform basic basketball skills, dribble, shoot & pass with correct preparation, weight shift and follow through. • Display fundamentals of team basketball play in games. • Display understanding of basketball rules in games. • Perform a variety of basic jump rope skills individually and with a partner 	Basketballs in PE storage Basketball rules poster Basketball and jump rope form posters (to be developed) Jump ropes and basketballs in PE storage	Observation of basic basketball skills dribble, shoot and pass with preparation, weight transfer and follow through Basketball skill checkoff rubric (to be developed) Observation of understanding of rules and team play during games. Performance of jump rope routine

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February	<p>Yoga introduction First week of February</p> <p>Components of fitness circuit last 3 weeks of February</p>	<p>1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. 1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Hold and control a variety of yoga like poses to build total body strength. • Complete a fitness circuit with emphasis on the components of fitness; cardiorespiratory endurance, muscular strength, muscular endurance, flexibility as well as balance, agility and power. 	<p>Yoga, form posters</p> <p>Circuit posters and white boards. Functional circuit equipment in PE storage.</p> <p>Handheld heart rate monitors</p>	<p>Observation of control with yoga like poses</p> <p>Observation of form and engagement during circuit.</p> <p>Record working heart rate a least once during circuit. Heart rate must be above 135bpm.</p>
February	<p>Volleyball</p>	<p>1.1. Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform overhand or underhand serve, set and forearm pass with correct preparation, weight transfer and follow through. • Display fundamentals of team play (communication, using multiple contacts) in mini & full games. • Display understanding of volleyball rules in mini & full games. 	<p>Volleyball nets, standards and balls in PE storage</p> <p>Volleyball form posters (to be developed)</p>	<p>VB skill checkoff rubric (to be developed).</p> <p>Observation of understanding of rules and team play during games.</p>
February	<p>Fitness Logging</p>	<p>4.2. Develop a health and fitness plan and a monitoring system. Develop a support system and record-keeping system to achieve health and fitness goals.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Record daily levels of health and fitness related activities including; aerobic exercise, components of fitness, sleep, breakfast, exercise outside of class. 	<p>Weekly recording sheets (online recording is being developed)</p>	<p>Completion of weekly fitness logs with all days accounted for.</p>

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March	Heart rate monitoring introduction	1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. 1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Students will: <ul style="list-style-type: none"> • Complete a variety of outside running activities recording time in training zone with wrist heart rate monitors. • Display proper set up and safety with heart rate monitors. 	Wrist heart rate monitors in PE storage	Daily recording of Time in Zone
March	Volleyball	1.2. Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Perform overhand or underhand serve, set and forearm pass with correct preparation, weight transfer and follow through. • Display fundamentals of team play (communication, using multiple contacts) in mini & full games. • Display understanding of volleyball rules in mini & full games. 	Volleyball nets, standards and balls in PE storage Volleyball form posters (to be developed)	VB skill checkoff rubric (to be developed). Observation of understanding of rules and team play during games.
March	Fitness Logging	4.3. Develop a health and fitness plan and a monitoring system. Develop a support system and record-keeping system to achieve health and fitness goals.	Students will: <ul style="list-style-type: none"> • Record daily levels of health and fitness related activities including; aerobic exercise, components of fitness, sleep, breakfast, exercise outside of class. 	Weekly recording sheets (online recording is being developed)	Completion of weekly fitness logs with all days accounted for.

April is WASL month with fewer class meetings and less instructional material. Emphasis is on providing much needed exercise after testing and preparing for the fitness testing in May.

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April	Self Defense Circuit (depends on instructor expertise. If no instructor has expertise in self defense it should be replaced with a different unit)	1.3. Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Demonstrate proper yellow, orange, red and black alert modes in a self defense setting. • Understand the situations that can lead to being a victim of violent crime and how to avoid them • Demonstrate proper knee, palm and elbow form with emphasis on preparation, weight shift and follow through • Engage in a daily self defense circuit to develop self defense skills and increase fitness levels 	Video of self defense clinic by David Brown of Total Confidence Martial Arts Wave masters in PE storage in counselors portable	Observation of yellow, orange red and black alert modes including stance, voice, eye contact and proper escalation.
April	Fitness & running activities	1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Students will: <ul style="list-style-type: none"> • Engage in a variety of fitness activities and games outside to prepare for fitness testing in May. 		

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May	Fitness measurement & goal setting	1.1. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals. 1.3.2 Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility- and body composition.	Students will: <ul style="list-style-type: none"> • Perform fitness tests that measure the five components of fitness <ul style="list-style-type: none"> ○ Cardiorespiratory endurance ○ Muscular strength ○ Muscular endurance ○ Flexibility ○ Body composition • Evaluate progress measured against fitness goals set in September. 	Fitness testing equipment in PE storage portable	Written completion of fitness measurements in portfolio
May	Orienteering Lacrosse	1.6 Develop fundamental and complex movement skills, as developmentally appropriate. 1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass). 1.2. Safely participates in a variety of developmentally appropriate physical activities. 1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Students will: <ul style="list-style-type: none"> • Understand how to set a bearing on a compass and follow it to find a target. • Complete orienteering courses set up throughout the Lakewood campus • Perform basic lacrosse skills, including catch and toss with correct preparation, weight shift and follow through. Display fundamentals of team play in games. • Display understanding of ultimate frisbee rules in games. 	Campus maps in PE storage Compasses in PE storage Lacrosse sticks in PE storage Lacrosse rules poster Lacrosse form posters (to be developed)	Observation of ability to set and follow a bearing on a compass. Completion of orienteering course and recording sheet. Observation of basic lacrosse catching and throwing motions, preparation, weight transfer and follow through Lacrosse skill checkoff rubric (to be developed) Observation of understanding of rules and team play during games.

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June	<p>Orienteering</p> <p>Lacrosse</p>	<p>1.7 Develop fundamental and complex movement skills, as developmentally appropriate.</p> <p>1.1.2 Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).</p> <p>1.2. Safely participates in a variety of developmentally appropriate physical activities.</p> <p>1.2.2 Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand how to set a bearing on a compass and follow it to find a target. • Complete orienteering courses set up throughout the Lakewood campus • Perform basic lacrosse skills, including catch and toss with correct preparation, weight shift and follow through. Display fundamentals of team play in games. • Display understanding of ultimate frisbee rules in games. 	<p>Campus maps in PE storage</p> <p>Compasses in PE storage</p> <p>Lacrosse sticks in PE storage</p> <p>Lacrosse rules poster</p> <p>Lacrosse form posters (to be developed)</p>	<p>Observation of ability to set and follow a bearing on a compass.</p> <p>Completion of orienteering course and recording sheet.</p> <p>Observation of basic lacrosse catching and throwing motions, preparation, weight transfer and follow through</p> <p>Lacrosse skill checkoff rubric (to be developed)</p> <p>Observation of understanding of rules and team play during games.</p>