

Physical Education 7

Beginning Team Sports Activities

Beginning Team Sports Activities is an entry-level course emphasizing beginner skills in a broad spectrum of activities in order to develop a foundation for future physical education classes. The course content is developmentally appropriate for seventh grade students who, in most instances, will be experiencing a formal physical education class for the first time.

At grade 7 students are still mastering basic manipulative skills such as throwing, catching, striking, and kicking, and are ready to engage in lead-up games and drills that provide a stepwise progression toward participation in regulation or advanced play. The process of movement skill acquisition is ongoing through mastery of basic manipulative skills as students explore a variety of team sports, movement and rhythmic activities. Students apply skills in modified games and may be introduced to regulation rules and game play. Teams are kept small, allowing maximum participation and involvement by all students.

Students in *Beginning Team Sports Activities* are introduced to the elements of physical fitness and are responsible for learning the basic vocabulary. Pre and post fitness tests are appropriate, with results being used to provide personal information, individualize instruction, and indicate student improvement. *Fitness scores are never used as the primary factor in the grading process. Teachers may consider using the FitnessGram or Presidential Fitness Test to assess fitness levels.* In addition to physical skills, instruction includes cognitive and social development. Students value fair play and social interaction and learn to celebrate individual differences in activity settings.

Measures are taken to ensure the physical and emotional safety of all students. Equipment is inspected regularly and maintained in proper working condition, and facilities are kept clean and free from hazards. Activities are offered that are safe and developmentally appropriate. Enrollment numbers meet Northwest accreditation limiting standards so that students are safely supervised, and the curriculum is effectively delivered. Students feel free to participate and explore without the fear of failure, harm, or ridicule.

Beginning Team Sports Activities Core Curriculum

Standard 1: Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective 1: Demonstrate the correct technique for a variety of basic skills.

- a. Perform individual movement skills such as walking, running, sliding, and jumping.
- b. Perform individual non-movement skills such as stretching, bending, and twisting.
- c. Perform individual manipulative skills such as throwing, kicking, and striking a variety of objects, demonstrating both accuracy and force.

Objective 2: Apply correct techniques of basic skills during lead-up games and in rhythmic activities.

- a. Perform movement and non-movement skills with a partner or small group in lead-up activities, e.g., 1 x 1, 2 x 2, 2 x 1.
- b. Perform manipulative skills while working individually or with a partner in activities such as dribbling a basketball, kicking a soccer ball, or volleying a tennis ball.
- c. Combine manipulative skills while working individually or with a partner, as in dribbling and shooting a soccer ball or basketball, or receiving a pass and shooting a hockey puck.
- d. Identify and practice weight transfer, follow-through, and body-target alignment, common components in a variety of skills.

Standard 2: Students will demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective 1: Identify ways to link and transfer basic manipulative skills and concepts to specialized sports skills.

- a. Recognize the similarities between manipulative skills in different activities such as the tennis serve and the overhand volleyball serve, the underhand badminton serve and the underhand softball throw, and the backhand stroke in tennis and the Frisbee backhand throw.
- b. Link different skills like dribbling and passing a basketball, receiving and dribbling a soccer ball, or receiving a pass and kicking a soccer goal.
- c. Perform skills while moving alone or with partners.

Objective 2: Set goals and apply concepts for the development of movement skills and to improve performance.

- a. Recognize that time and effort are prerequisites for skill improvement.

- b. Identify steps to setting goals.
- c. Identify successful cues for improved skill performance.
- d. Move to open space to receive a pass in a variety of activities.
- e. Move to a space to defend in a number of activities.

Standard 3: Students will participate regularly in physical activity.

Objective 1: Assess personal fitness level and create personal fitness goals. *Caution: Assessment of body composition is inappropriate at this level.*

- a. Determine personal fitness levels and improvement through pre-and-post-testing in the elements of physical fitness (muscular strength and endurance, flexibility, cardiovascular endurance).
- b. Create personal goals based on fitness assessment.
- c. Monitor progress toward fitness goals by using a checklist or journal.
- d. Recognize that fitness programs are based on each individual's needs.

Objective 2: Participate in activities that promote physical fitness.

- a. Describe the components and principles of physical fitness.
- b. Participate in activities that improve flexibility before and after exercise.
- c. Participate in activities that improve muscular strength and endurance at least three times a week.
- d. Participate in moderate to vigorous activity for a minimum of 30 minutes, three times a week.
- e. Explore a number of new physical activities for personal interest during physical education class.

Standard 4: Students will achieve and maintain health-enhancing levels of physical fitness.

Objective 1: Demonstrate knowledge of the components of physical fitness.

- a. Compare aerobic and anaerobic exercises.
- b. Distinguish between muscular strength and muscular endurance and between cardiovascular and muscular endurance.
- c. Participate in activities that are appropriate for improving each component of physical fitness.
- d. Apply **FITT** (frequency, intensity, time, and type) fitness activity guidelines.
- e. Use technology to monitor and improve skill and fitness levels.

Objective 2: Explore the relationship between physical activity and proper nutritional choice.

- a. Investigate the concept of energy balance.
- b. Review the structure of the food pyramid.

- c. Describe the benefits of exercise and proper nutrition and the consequences of inactivity and poor eating habits.

Objective 3: Demonstrate the proper biomechanical principles of posture.

- a. Demonstrate proper posture while standing, sitting, and lifting.
- b. Identify exercises contributing to abdominal strength.
- c. Identify opposing muscle groups.

Standard 5: Students will exhibit responsible personal and social behaviors that show respect for themselves and others in physical activity settings.

Objective 1: Demonstrate the ability to make responsible choices in activity settings.

- a. Make safe choices for self and others in operating equipment properly.
- b. Follow rules in activity participation.
- c. Consider consequences when confronted with a behavior choice.
- d. Keep winning and losing in perspective.
- e. Resolve interpersonal conflicts with empathy for rights and feelings of others.
- f. Understand how to act independently of peer pressure.

Objective 2: Demonstrate the ability to work with others in activity settings.

- a. Demonstrate the ability to follow as well as lead in activity settings.
- b. Accept decisions of officials in a respectful manner.
- c. Handle conflicts that arise with others without confrontation.
- d. Recognize the influence of peer pressure.
- e. Participate respectfully and display sensitivity to the feelings of others while participating in activities with students of different abilities, gender, skills, and cultures.

Standard 6: Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective 1: Demonstrate the health-enhancing benefits of physical activity and proper nutrition.

- a. Recognize the positive connection between proper nutrition and exercise.
- b. Recognize that effective fitness and activity program choices will vary among individuals.
- c. Use activity participation to reduce stress.
- d. Participate in activities that develop all elements of physical fitness.

Objective 2: Recognize that physical activity provides opportunities for challenge, enjoyment, self-expression, and social interaction.

- a. Celebrate successes and achievements by self and others.
- b. Participate in activities that are personally challenging and rewarding.
- c. Identify appropriate risks in activity selection.
- d. Appreciate how physical activity can provide social interaction among people of varying ability levels in team activities.