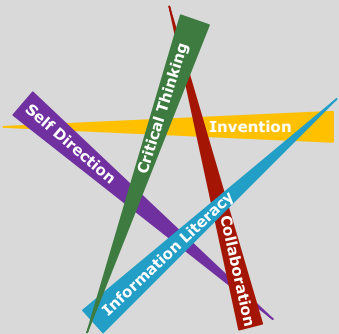
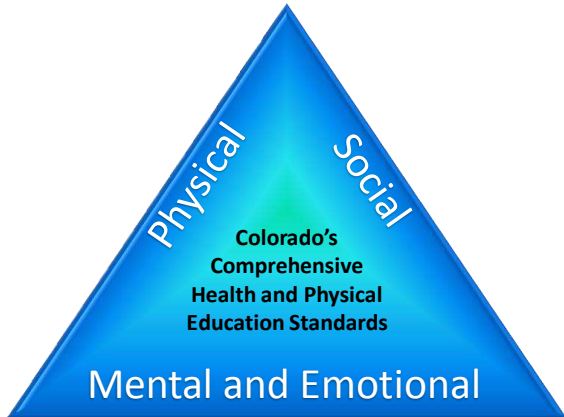


**Curriculum Development Course at a Glance
Planning for 7th Grade Physical Education**

Content Area	Physical Education	Grade Level	7 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Movement Competence and Understanding	1. Combine the critical elements of movement and skills concepts	PE09-GR.7-S.1-GLE.1	
2. Physical and Personal Wellness	Expectations for this standard are integrated into the other standards at this grade level.		
3. Emotional and Social Wellness	1. Develop strategies to communicate ideas and feelings	PE09-GR.7-S.3-GLE.1	
	2. Demonstrate inclusiveness in and out of classroom settings	PE09-GR.7-S.3-GLE.2	
4. Prevention and Risk Management	1. Implement safety procedures in the utilization of space and equipment	PE09-GR.7-S.4-GLE.1	
 Colorado 21st Century Skills Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i> Information Literacy: <i>Untangling the Web</i> Collaboration: <i>Working Together, Learning Together</i> Self-Direction: <i>Own Your Learning</i> Invention: <i>Creating Solutions</i>		 Colorado's Comprehensive Health and Physical Education Standards	
Unit Titles		Length of Unit/Contact Hours	Unit Number/Sequence
Cooperation and Communication		6 weeks	1
Movement Patterns		6 Weeks	2
Analysis of Performance		6 weeks	3

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	Cooperation and Communication		Length of Unit	6 weeks
Focusing Lens(es)	Game Strategies	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.4-GLE.1 PE09-GR.7-S.3-GLE.1 PE09-GR.7-S.3-GLE.2 PE09-GR.7-S.1-GLE.1	
Inquiry Questions (Engaging-Debatable):	- How can one nonverbally communicate with teammates to ensure they feel like an important component of the team? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.2; N.1) - How can one communicate to others that he or she does not want to participate in an activity when confronted by peer pressure? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.3; N.1) - Why is it important to learn to cooperate with many types of individuals from diverse backgrounds? (PE09-GR.7-S.3-GLE.2-EO.b; IQ.4; RA.3; N.2) - If you had to skip warming up or cooling down, which one would you skip, and why? (PE09-GR.7-S.4-GLE.1-EO.a; IQ.1; RA.1)			
Unit Strands	Movement Competence and Understanding in Physical Education Prevention and Risk Management Emotional and Social Wellness			
Concepts	Safety, Application, Reflection, Acceptance, Enjoyment, cooperation, Decision Making, Creativity, Integrity.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cooperation and acceptance of others facilitates increased enjoyment of a variety of activities. (PE09-GR.7-S.3-GLE.2-EO.b; IQ.4; RA.3; N.2)	What team or group activities lead to enjoyment for you?	How do you show acceptance and cooperation with others that are different than you?
Application of safe practices provides the necessary foundation for success and enjoyment of activities. (PE09-GR.7-S.4-GLE.1-EO.a; IQ.1; RA.1)	Why is not enjoyable to be in an unsafe environment?	How do you respect Safety?
Responsible reflection around choices-made leads to better-informed decision making in the future. (PE09-GR.7-S.3-GLE.1-EO.1; IQ.2; N.1)	What are some concepts of integrity?	Why Is it important to show integrity?

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Key Skills:
My students will be able to (Do)...

- Participate in group cooperation games for fun and teambuilding (PE09-GR.7-S.3-GLE.2-EO.b)
- Design a game that includes manipulative, offense and scoring. Teach it to someone. (PE09-GR.7-S.1- GLE.1-EO.i)
- Demonstrate offensive and defensive strategies for physical activities (PE09-GR.7-S.1-GLE.1-EO.h)
- Make connections between physical activity and how it pertains to understanding others cultures (PE09-GR.7-S.3-GLE.2-EO.d)
- Identify the consequences of choice made when dealing with peer pressure (PE09-GR.7-S.3-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

A variety of physical activities use offensive and defensive strategies. It is important to work with others to understand the different interpretations of those strategies.

Academic Vocabulary:

Consequences, diagram, cooperation, manipulatives, peer pressure

Technical Vocabulary:

Team building, offensive strategies, scoring, physical activity, defensive strategies

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	Movement Patterns		Length of Unit	6 weeks
Focusing Lens(es)	Rhythms	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.1-GLE.1 PE09-GR.7-S.3-GLE.1 PE09-GR.7-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	- How does one determine what the goal is when creating a game, movement, dance, or sport with a group? (PE09-GR.7-S.1-GLE.1-EO.c,i; IQ.2; RA.4) - What are some ways to demonstrate cooperation without actually talking to someone? (PE09-GR.7-S.3-GLE.1-EO.a; IQ.1; RA.1; N.1)			
Unit Strands	Movement Competence and Understanding in Physical Education Emotional and Social Wellness Prevention and Risk Management			
Concepts	Creativity, Performance, Cooperation, Sequencing, Tolerance, Reflection.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Tolerance of others' values and beliefs is requisite for demonstrating cooperation in competitive activities. (PE09-GR.7-S.3-GLE.1-EO.a; IQ.1; RA.1; N.1)	What are some components of cooperation?	Why is cooperation and tolerance necessary for success?
Sequencing and rhythm develops skillful and creative movement patterns. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	What are some components of sequencing multiple movements?	How can rhythm be important in mastering a sport or sequencing skill? What are some activities and sports in which balance and body rotation are integral for success?
Personal reflection improves skills and performance. (PE09-GR.7-S.1-GLE.1-EO.c,i; IQ.2; RA.4)	What should you reflect on when needing to improve a performance?	How does reflection help us improve our performance? What are ways to avoid injury in gymnastics? In dance?

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Key Skills:
My students will be able to (Do)...

- Create a game, dance or sport with a group (PE09-GR.7-S.1-GLE.1-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.a) and (PE09-GR.7-S.1-GLE.1-EO.b) and (PE09-GR.7-S.3-GLE.1-EO.a)
- Review, describe and identify safety aspects of safe participation in Physical activities (PE09-GR.7-S.4-GLE.1-EO.c) and (PE09-GR.7-S.4-GLE.1-EO.b) and (PE09-GR.7-S.4-GLE.1-EO.d) and (PE09-GR.7-S.4-GLE.1-EO.a)
- Compare and contrast the effectiveness of part to whole practice and whole practice (PE09-GR.7-S.1-GLE.1-EO.g)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Working with others from different backgrounds to create a dance, gymnastics routine, game or sport can be fulfilling.

Academic Vocabulary:

Environment, participation, practices, sequences, cooperation, tolerance, compare and contrast, effectiveness

Technical Vocabulary:

Game, movement, dance, sport, gymnastics, traveling, balancing, weight transfer, routine, skills

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Unit Title	Analysis of Performance		Length of Unit	6 weeks
Focusing Lens(es)	Assessment	Standards and Grade Level Expectations Addressed in this Unit	PE09-GR.7-S.1-GLE.1 PE09-GR.7-S.3-GLE.2 PE09-GR.7-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	- When would it be most effective to learn a skill in parts? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4) - How does increasing the number of players in a game affect the outcome? (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1)			
Unit Strands	Movement Competence and Understanding in Physical Education Emotional and Social Wellness Prevention and Risk Management			
Concepts	Decision Making, Acceptance, Reflection, Object Control, Safety, Application.			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Object control depends on safely applying knowledge of skills and reflection on performance. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	How do you know when you have object control?	Why is object control necessary?
Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs. (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1)	What could you do to modify a game so all can participate?	Why is it important to include all participants skill levels?
Knowledge of fundamental movement skills facilitates the analysis and application of mature movement. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	What information do you need to break down a skill?	Why is it important to understand part to whole.

Curriculum Development Overview
Unit Planning for 7th Grade Physical Education

Key Skills:
My students will be able to (Do)...

- Participate and respect peers with varying skill abilities during physical activities (PE09-GR.7-S.3-GLE.2-EO.a)
- Use knowledge to modify games, analyze movement and explain key elements in movement (PE09-GR.7-S.1-GLE.1-EO.e) and (PE09-GR.7-S.3-GLE.2-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.f) and (PE09-GR.7-S.1-GLE.1-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):

Students can help each other become better movers by working together to analyze and correct each others performances.

Academic Vocabulary:

Respect, performance, patterns

Technical Vocabulary:

Motor skill development, overhand, sidearm, underhand throwing, catching, kicking, punting, striking, trapping, dribbling, volleying, movement patterns