

Englewood Public School District

Physical Education

Grade 7

Unit 1: Fitness and Cooperative Games

Overview: Motor skills and physical fitness development will be emphasized through cooperative games. Team work will be emphasized as students learn to cooperate and communicate with their peers. Cardiovascular endurance and muscular strength will be developed, as well as coordination and body awareness, as students develop lifelong fitness habits.

Time Frame: One marking period

Enduring Understandings:

Fitness can be used as a lifelong recreational activity.

Students can incorporate their understandings into everyday routines.

Understanding fitness is vital to keeping people healthy and physically fit throughout their lifespan.

Students can learn how to apply group work outcomes from activities and concepts to real life situations.

Essential Questions:

How does the unit of fitness increase the fitness level of each individual?

How does working on a team improve fitness?

What components of fitness do cooperative games encompass?

How do cooperative games increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games,	<p style="text-align: center;">Topics</p> <p>Lifetime Fitness</p> <p style="text-align: center;">Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the 	<p>Students will get into small groups and will choose a team name (must be a real sports team’s name). Students will then learn about connotation and denotation as they discuss the meaning of the team’s name. (NJSLs RL 7.4)</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Hurdles • Agility Ladder • Floor hoops • Medicine Balls • Push-up mats • Mats • Running Man • Exercise Dice • FITT worksheets 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Pulse rate monitors • Teacher observation of participation • Teacher observation of skills performance <p>Summative Assessments: Fitness Assessment Tools, Physical Education for</p>

sports, dance, and recreational activities).

2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.2

Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.6.8.A.1

Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2

Use health data to develop and implement a personal

components of cardiovascular fitness

- Demonstrate an understanding of the components of muscular strength
- Demonstrate an understanding of the components of muscular endurance
- Demonstrate an understanding of the components of flexibility
- Demonstrate an understanding of the components of core body strength
- Demonstrate an understanding of how proper nutrition, proper health habits affect overall fitness levels
- Demonstrate an understanding of proper safety measures associated with fitness training
- Demonstrate an understanding of proper warm up and cool down techniques and procedures.

Cardiovascular Fitness

Activities:

- Lecture and Demonstration
- Warm Up
- Circuit Training
- Jump rope Training
- Interval Training
- Walking for fitness
- Heart Rate Training with Pulse Monitors
- Commercial aerobic activities (Tac-Bo, Power 90, etc.)
- Weight Training
- Speed and Agility Training
- Fitness Games
- Dance

Muscular Strength

Activities:

- Warm up and Cool down
- Stretching
- Weight Lifting
- Stretch Cords
- Balance Pads
- Core body activities
- Body weight activities
- Circuit training
- Speed and agility training
- Isometric

Sports Teams Names:

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/whats-name-0/>

Instructors' Resources:

Teaching a Lifetime of Fitness and Wellness, Dr. James McCall, New Jersey School Boards Association, <https://www.njsba.org/news-publications/school-leader/julyaugust-2015-volume-46-1/teaching-a-lifetime-of-fitness-and-wellness-2/>

Health and Physical Education, State of Washington, <http://www.k12.wa.us/Health/Fitness/Resources.aspx>

The P.E. Shift, Scholastic, <http://www.scholastic.com/browse/article.jsp?id=3757966>

Physical Education Toolkit, Florida Department of Education, www.fldoe.org/core/fileparse.php/12083/urlt/PhysicalEducationToolKit.pdf

Body, Mind and Spirit, <http://www.pe4bodyminds.pirit.santacruz.k12.ca.us/coursePlans/cagi.html>

- Lesson 15: Cardiorespiratory Health: Learning about Heart Rate Zones
- Lesson 16: Flexibility and Muscular Strength
- Lesson 17: Sports Medicine and First Aid for Active People
- Lesson 18: Exercise Prescription

Benchmark Assessment:

Common Formative Assessment

Alternative Assessments:

- Student self-evaluation of fitness goals and progress
- Performance charts
- Online Fitness Questionnaire, Lifetime Training, <https://www.core3training.com/resources/>

fitness plan and evaluate its effectiveness.

2.6.8.A.3

Analyze how medical and technological advances impact personal fitness.

2.6.8.A.4

Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

2.6.8.A.5

Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

Muscular Endurance

Activities:

- Stretching
- Calisthenics
- Lecture and Demonstration
- Warm up
- Circuit Training
- Jump Rope Training
- Interval Training
- Walking for fitness
- Commercial Aerobic Activities (ie. Tae-Bo, Power 90, etc.)
- Speed and Agility Training
- Fitness Games
- Dance
- Medicine Ball Activities
- Balance Pads
- Stretch Cords

Flexibility Activities:

- Warm up and Cool down
- Lecture and Demonstration
- Stretching
- Static Stretching
- Partner Stretching
- Medicine Balls
- Balance Pads
- Dance

Core Body Strength

Activities:

- Warm up and Cool down
- Lecture and Demonstration
- Stretching
- Physio Balls
- Medicine Balls

Nutrition, Health Habits:

- Lecture and Demonstration
- Nutrition and strength gains
- Nutrition and endurance
- Nutrition and sport performance
- Nutrition and recovery
- Effect of negative health habits on general fitness and athletic performance

Safety:

- Lecture and Demonstration
- Proper use of equipment
- Proper cleaning of equipment after use
- Use of safety equipment
- Understanding mechanics, capabilities and training thresholds for personal safety

Warm Up and Cool

Down:

- Lecture and Demonstration

- Stretching
- Jogging
- Calisthenics
- Jump Rope
- Breathing Activities
- Game Activity
- Walking

Students will track their calories using a fitness app. And will post on one of their social media apps.

Students will use demonstrate trends in their data using proportional relationships (percent increase and decrease).
(7.RP.A.3)

Comprehensive Health and Physical Education

2.2.8.A.1

Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.B.1

Predict social situations that may require the use of decision-making skills.

Topics		Equipment:	Formative Assessments:
Cooperation	Students will read a text about the science of burning a calorie. Students will discuss with a group the findings of the article, citing evidence from the text.	<ul style="list-style-type: none"> • Planks • Platforms • Yarn balls • Blindfolds • Ropes/string • Rope swings • Hula hoops • Balance beams • Mini-stuffed animals • Deck rings • Buckets • Number cards • Spectrum cards • Other essential project adventure equipment 	<ul style="list-style-type: none"> • Checklist of each student's safe use of equipment • Feedback on proper form
Healthy Competition	Students will discuss with a group the findings of the article, citing evidence from the text.		
Collaboration	Students will discuss with a group the findings of the article, citing evidence from the text.		
Objectives			Summative Assessments:
Students will know and be able to:	Students will plan and participate in an experiment to "burn a calorie".		<ul style="list-style-type: none"> • Evaluation of eye-hand coordination • Comprehension of the rules
<ul style="list-style-type: none"> • Explain the safety rules of each activity • Effectively move safely through space while actively participating. 	(RST 6-8.1)(RST 6-8.3)(RST 6-8.8)		
	(MS-PS3-3)(MS-PS3-4)		Alternative Assessments: <ul style="list-style-type: none"> • Student self-evaluation of problem

2.2.8.B.2

Justify when individual or collaborative decision-making is appropriate.

2.5.8.A.1

Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.B.2

Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3

Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

This will benefit their development of spatial awareness.

- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate the ability to use effective interpersonal skills
- Demonstrate the ability to use decision making skills of appropriate goal setting, risk taking, and problem solving
- Responsibly demonstrate personal and social behavior
- Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important life enhancing experiences that are found in creative activities.
- Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
- Play safe, play fair and have fun!

Project Adventure

Activities:

- Creating Community
 - Captain's Calling
 - Twizzle
 - Evolution
 - Whampum
- Establishing Full Value Norms
 - Full Value Speed Rabbit
 - Dolphin Golf
 - Circle Hands
 - Stargate
- Problem Solving
 - Pigs in a Blanket
 - Twirlie Bull's Eye
 - Mass Pass
 - Key Punch
 - Pipeline
- Building Trust
 - Hog Call
 - Ready Aim

Icebreakers and Activities:

- Gotcha
- Partner Handshakes
- Tiny Teach
- Finger Fencing
- Snoopy and the Red Baron
- Toe Tag

Student Text:

Burning a Calorie

<https://www.npr.org/templates/story/story.php?storyId=6493713>

Burning A calorie

experiment:

<https://www.sciencebuddies.org/teacher-resources/lesson-plans/calorimeter-burning-food-calories>

solving and cooperation

- Performance charts
- Essay regarding the identification of skills that promote success

- Triangle Tag
- Elbow Tag
- Blob Tag
- Look up-Look Down
- Everybody's It
- Line Tag
- Human Knot
- Evolution

Key Vocabulary:

- **Cardiovascular Fitness** - the ability of the heart, blood cells and lungs to supply oxygen-rich blood to the working muscle tissues and the ability of the muscles to use oxygen to produce energy for movement.
- **Muscular Strength** - the ability of a muscle group to develop maximal contractile force against a resistance in a single contraction. Muscular endurance is the ability of a muscle group to exert submaximal force for extended periods.
- **Muscular Endurance** - the ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time. It is one of the components of muscular fitness, along with muscular strength and power.
- **Flexibility** - The quality of bending easily without breaking.
- **Core Body Strength** - The major muscles involved in core stability include the pelvic floor muscles, transversus abdominis, multifidus, internal and external obliques, rectus abdominis, erector spinae (sacrospinalis) especially the longissimus thoracis, and the diaphragm.
- **Nutrition** - The process of providing or obtaining the food necessary for health and growth.
- **Cool Down** - The act or an instance of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.
- **Isometric** - Relating to or denoting muscular action in which tension is developed without contraction of the muscle.
- **Training** - The action of undertaking a course of exercise and diet in preparation for a sporting event.

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA -

[https://www.wida.us/standards/CAN DOs/](https://www.wida.us/standards/CAN_DOs/) This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide simplified directions for science experiment ● Students can complete simplified word problems ● Relate to sports in students home country if new-comer ● Videos should include closed captions in student's native language (as appropriate) ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Peer support for use of social media ● Simplified word problems ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Provide prompts and reminders ● Break tasks into manageable chunks ● Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (practice 	<ul style="list-style-type: none"> ● Give directions/ instructions verbally and in simple written format. ● Provide simplified word problems ● Peer Support for science experiment ● Reminders can be provided ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Review behavior expectations and make adjustments as needed. ● Provide analogies (this is like...) ● Using visual demonstrations, illustrations, and models 	<ul style="list-style-type: none"> ● Students can continue to research about what fitness activities burn more calories ● Students can "correct" peers math problems ● Students can create more complex word problems for teacher to solve ● Inquiry-based instruction ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (other sports) ● Real world scenarios ● Student Driven Instruction

	kicking into the air first). <ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Change movement requirements ● Focus on student's attempts instead of precise form 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS Companion Standards:

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text

Science:

- MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

Math:

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

Integration of Technology Standards NJSLS 8:

- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.