

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 7th Grade

Health and Fitness	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>fitness testing, fitness challenges, ongoing throughout the school year, fitness walking</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Physical fitness is essential to a lifetime of health and wellness. Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. Engaging in a variety of physical activity provides opportunities for enjoyment, social interaction, challenge and/or self expression.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 3 What does it mean to be physically fit? What are the components of fitness? What is the FITT principle and how can it be used to improve fitness? What role does nutrition play in physical activity?</p> <p>Standard 4 How can I safely engage in physical activity?</p> <p>Standard 5 How can I incorporate physical activity into my daily lifestyle? What are the benefits of physical activity? What ways can I use physical activities throughout my life?</p>
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Supporting Standards</p>	<p>7.3.PA1. Explain the physical, social and mental/emotional benefits of being physically active.</p>

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<p>Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>7.3.PA2. Analyze self-selected physical activity and adjust activities based on current fitness level. 7.3.PF1. Describe how the FITT principle is used to develop personal fitness goals. 7.3.N1. Develop strategies for balancing healthy food, snacks and water intake, along with daily physical activity. 7.3.SM1. Analyze various physical activities that help with stress reduction. 7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities. 7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle. 7.5.C1. Identify strategies for persevering when physical activities bring challenge. 7.5.SI1. Demonstrate positive social interactions during physical activity</p>
<p>Learning Targets What do you want your students to be able to do.</p>	<p>I can describe the importance of a warm up and cool down. I can demonstrate fitness activities by following rules and perform safely. I can work cooperatively with others when designing and demonstrating fitness activities. I can describe how nutrition influences fitness. I can assess fitness assessment and determine what areas I need to improve. I can create a goal using the FITT principle to help improve my fitness levels.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>health related fitness, target heart rate, FITT principle, nutrition, fitness, warm up, cool down, aerobic, anaerobic, static stretching, dynamic stretching, skill-related fitness</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies Math Science Language Arts</p>
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Teacher observation • Teacher checklist • Teacher/student discussion •Self assessment •Peer assessment</p>
<p>Instructional Strategies/Resources</p>	<p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/ OpenPhysEd: https://www.openphysed.org SPARK: https://www.sparkfamily.org PE Central: https://www.pecentral.org SHAPE America: https://www.shapeamerican.org/</p>

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*****Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.***