

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for (Physical Education) – 7th Grade

Target Games	
<p>UNITS Sample of units that can be included under teaching invasion games.</p>	<p>Golf, Archery, Disc Golf, Bowling, Bocce Ball</p>
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Target games are games in which the purpose is to throw or send an object closer to a target than their opponent. Skills may include: shot selection, avoidance of obstacles and shot prevention.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ol style="list-style-type: none"> 1. What are the key skills utilized in playing target games and the correct way to perform these skills? 2. How do skills in target games transfer to game play? <p>Standard 2</p> <ol style="list-style-type: none"> 1. What strategies are used when on offense or defense in target games? 2. Demonstrates locomotor and non locomotor skills relevant to target games. <p>Standard 3</p> <ol style="list-style-type: none"> 1. How can participation in target games fulfill physical, social and mental/emotional health? <p>Standard 4</p> <ol style="list-style-type: none"> 1. Discuss the role of sportsmanship when working cooperatively and competitively. 2. Demonstration of rules during game play and handling conflict. <p>Standard 5</p> <ol style="list-style-type: none"> 1. What role does teamwork and sportsmanship play in the game? 2. How does participating in target games contribute to the overall health and fitness?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple</p>	<p>NPES</p> <p>Standard 1 Demonstrates competency in a variety of motor skills and movement patterns.</p>

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<p>disciplines, and readiness for the next level?</p>	<p>Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</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 Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>7.1.MP1. Apply refined movement concepts, principles, strategies and tactics when learning and performing physical activities</p> <p>7.1.MP2. Demonstrate combined motor skills in a variety of games and activities.</p> <p>7.1.MP3. Perform controlled movements in game-like situations.</p> <p>7.1.MS1. Demonstrate how to send, receive and retain a variety of objects, while taking into account position and motion in relation to others, equipment and boundaries, while applying appropriate performance cues.</p> <p>7.2.MC1. Demonstrate how movement concepts, principles, strategies and tactics apply to the performance of various physical activities and game-like situations. 6.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in games and activities.</p> <p>7.2.MC2. Demonstrate how motor skills and techniques need to be refined, combined and varied in the development of specialized skills for participation in physical activities and game-like situations.</p> <p>7.2.MC3. Demonstrate how nonlocomotor, locomotor and combination skills are used to build simple, creative sequences in physical activities and game-like situations.</p> <p>7.3.PA1. Explain the physical, social and mental/emotional benefits of being physically active.</p> <p>7.4.SW1. Accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.</p> <p>7.4.RE1. Demonstrate knowledge of rules and etiquette by self-officiating standard and modified physical activities.</p>

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	<p>7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p> <p>7.4.SA1. Demonstrate knowledge of appropriate safety principles, rules and procedures in a variety of physical activities.</p> <p>7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle.</p> <p>7.5.C1. Identify strategies for persevering when physical activities bring challenge.</p> <p>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>Students can demonstrate fundamental skills in target games (throwing, manipulative and kicking).</p> <p>Students will demonstrate fair play and safety.</p> <p>Students will demonstrate rules of the game.</p> <p>Students will understand how target games can contribute to health and fitness.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Power</p> <p>Accuracy</p> <p>Shot</p> <p>Skill-related fitness</p> <p>Teamwork</p> <p>Cooperation</p> <p>Strategy</p> <p>Health-related fitness</p> <p>Muscular Strength</p> <p>Flexibility</p> <p>Coordination</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies</p> <p>Science</p> <p>Math</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</p> <p>•Self assessment •Peer assessment</p> <p>direct instruction, modeling, differentiation</p> <p>Dynamic Physical Education https://www.dynamicpeasap.com/</p> <p>OpenPhysEd: https://www.openphysed.org</p> <p>SPARK: https://www.sparkfamily.org</p> <p>PE Central: https://www.pecentral.org</p>
<p>Instructional Strategies/Resources</p>	<p>direct instruction, modeling, differentiation</p>
<p>**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.</p>	

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