



# STAFFORD COUNTY PUBLIC SCHOOLS

## Curriculum Overview Physical Education Grade 7

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### **Grade Seven Course Description:**

Students in grade seven continue to develop competence in modified versions of various game/sport, rhythmic, and recreational activities. They vary movement during dynamic and unpredictable game situations. Recreational pursuits become an additional curriculum option, broadening lifelong physical activity options. The ability to analyze skill performance through observing and understanding critical elements (small, isolated parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of anatomical structures, movement principles, energy balance, and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

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### **Motor Skill Development**

- 7.1 The student will demonstrate competence and apply movement concepts in modified versions of various game/sport, rhythmic, and recreational activities.
- Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.
  - Demonstrate offensive strategies and tactics, to include creating open space, skilled movement, speed, accuracy, and selection of appropriate skill/tactic to gain offensive advantage.
  - Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
  - Create and demonstrate movements appropriate to a variety of rhythm patterns in selected folk, social, world, country, square, contemporary, and line dances.
  - Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement.
  - Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity.

### **Anatomical Basis of Movement**

- 7.2 The student will understand and apply movement principles and concepts and knowledge of major body structures.
- Identify the “core muscles,” to include pelvis, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.
  - Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements.
  - Describe the planes of motion in which movement occurs, to include sagittal plane, frontal plane, and transverse plane.
  - Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements.

### **Fitness Planning**

- 7.3 The student will apply concepts and principles of training and fitness-planning skills to improve physical fitness.

- a) Identify safe practices for improving physical fitness.
- b) Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, action plan that incorporates the FITT (frequency, intensity, time, and type) principle, timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, mid-year and end-of-year assessments, and reflection on progress for improving at least three self-selected components of health-related fitness.
- c) Use a variety of resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.
- d) Analyze the relationships among physical activity, caloric intake, and body composition.
- e) Compare and contrast aerobic and anaerobic capacity and muscle strength and endurance.
- f) Create and implement an activity plan to meet guidelines of 60 minutes a day of moderate to vigorous physical activity.

## **Social Development**

- 7.4 The student will demonstrate and apply skills to work independently and with others in physical activity settings.
- a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.
  - b) Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.
  - c) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others.
  - d) Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.
  - e) Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills.
  - f) Identify positive mental and emotional aspects of participating in a variety of physical activities.
  - g) Describe how participation in physical activities creates enjoyment.
  - h) Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.

## **Energy Balance**

- 7.5 The student will describe rate of perceived exertion and nutrients (energy) needed for a variety of activities and explain the importance of sleep for energy balance.
- a) Describe a Rate of Perceived Exertion (RPE) scale.
  - b) Explain the connection between an RPE scale and heart rate, and the body's response to physical activity.
  - c) Define and describe the anaerobic and aerobic energy systems.
  - d) Identify the nutrients needed for optimal aerobic and anaerobic capacity and for muscle strength and endurance.
  - e) Create a snack plan including foods and beverages consumed before, during, and after a self-selected vigorous physical activity addressing nutrition needs for each phase and explaining the impact on and relationship to RDA, portions, macronutrients, vitamins, minerals, hydration, sugar, and salt.
  - f) Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.
  - g) Explain the importance of sleep for energy balance.
  - h) Explain energy balance and how it leads to a healthy body.