



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

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| Course Title: Wellness/Fitness – Physical Education | Length of Course: 70 single periods |
| Grade Level(s): 7 | Periods Per Cycle: n/a |
| Units of Credit: N/A | Length of Period: 47 minutes |
| Classification: Required | Total Instructional Time: 55 hours |

Course Description

The Wellness education program seeks to encourage students to take an active role in maintaining and improving their physical, social, emotional, and intellectual health. Students are encouraged to acquire the knowledge and skills necessary to pursue a healthy lifestyle through physical fitness. Students are expected to become knowledgeable of game rules, scores, strategies, and safety practices. The major area of focus includes developing psychomotor, cognitive, and affective learning experiences through basic movement skills, fitness, team sports, and lifetime activities. An essential part of all physical education is monitoring cardiovascular fitness. In this course students will use Heart Rate technology to monitor and assess student performance.

Instructional Strategies, Learning Practices, Activities, and Experiences

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| Question and Answer Lecture Google Classroom | Discussion Demonstration Information Packets For Injured Students | Group and Individual Feedback Retraining |
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Assessments

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| Demonstration Written Work For Injured Students | Weight Training Log Journals | Quizzes Fitness Technology |
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Materials/Resources

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| Fitness Gram | Weight Training Logs | Various Written Quizzes |
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Adopted: 2/17/88
Revised: 9/3/91; 8/19/92; 6/24/94; 8/16/00; 8/21/06; 6/20/11; 5/16/16
Departmental Review: 10/2017

| Team Activities | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The student will analyze and engage in team challenge activities that will support the development of cooperative skills for the success of a group.</p> <p><u>Related Vocabulary</u> offense defense zone defense man to man defense sideline endline boundaries</p> | <p>10.3.9.A - Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <p>10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.A - Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p>10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> |
| <p>Soccer/Rocketball</p> <p><u>Related Vocabulary</u> throw-in obstruction goal kick dribbling corner kick</p> | <p>10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <p>10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <p>10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.</p> <p>10.5.9.B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> |
| <p>Football/Rocketball</p> <p><u>Related Vocabulary</u> throwing catching kicking touchdown penalty</p> | <p>10.5.9.C - Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.F - Describe and apply game strategies to complex games and physical activities.</p> |

| Team Activities (continued) | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Field Hockey</p> <p><u>Related Vocabulary</u> clearing cross dribble drive marking</p> <p>Castle Ball</p> <p>Floor Hockey</p> <p><u>Related Vocabulary</u> dribble pass face-off clearing foul</p> <p>Basketball</p> <p><u>Related Vocabulary</u> dribble double dribble traveling foul lay-up jump shot foul shot bounce pass chest pass</p> | |

| Team Activities (continued) | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Volleyball/Wallyball</p> <p><u>Related Vocabulary</u> forearm pass overhead pass set hit serve block rotation</p> <p>Handball/Trash Can Ball</p> <p><u>Related Vocabulary</u> passing shooting goal keeping throw-Off throw-in</p> <p>Capture The Flag</p> <p>Softball</p> <p><u>Related Vocabulary</u> throwing catching hitting base running positions</p> | |

| Lifetime Activities | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>The student will demonstrate individual development in basic cognitive and psychomotor skills, motor fitness and physical fitness, and skill in lifetime sports and outdoor activities to promote lifelong physical activity.</p> <p>Weight Training</p> <p><u>Related Vocabulary</u> set repetitions free weights nautilus equipment cardio equipment pounds bicep triceps deltoid quadriceps hamstrings pectorals abdominals gluteus maximus gastrocnemius erector spinae latissimus dorsi</p> | <p>10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood.</p> <p>10.1.9.E - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2.9.A - Identify and describe health care products and services that impact adolescent health practices.</p> <p>10.3.9.A - Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <p>10.3.9.D - Analyze the role of individual responsibility for safety during organized group activities.</p> <p>10.4.9.A - Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.</p> <p>10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <p>10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <p>10.4.9.D - Analyze factors that affect physical activity preferences of adolescents.</p> <p>10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <p>10.4.9.F - Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> |

| Lifetime Activities (continued) | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Frisbee</p> <p><u>Related Vocabulary</u> par bogey double bogey eagle birdie tee shot golf etiquette offense defense</p> <p>Team Building</p> <p><u>Related Vocabulary</u> communication teamwork cooperation problem solving trust</p> | <p>10.5.9.A - Describe and apply the components of skill-related fitness to movement performance.</p> <p>10.5.9.B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p> <p>10.5.9.C - Identify and apply practice strategies for skill improvement.</p> <p>10.5.9.D - Identify and describe the principles of training using appropriate vocabulary.</p> <p>10.5.9.E - Analyze and apply scientific and biomechanical principles to complex movements.</p> <p>10.5.9.F - Describe and apply game strategies to complex games and physical activities.</p> |

| Lifetime Activities (continued) | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| Fitness Zumba Step Aerobics Yoga Kickboxing Tabatas Aerobic Fitness Training Strength Training Dance High-Intensity Interval Training (HIIT) Pilates and Yoga (PiYo) | |
| <u>Related Vocabulary</u> heart rate cardiovascular fitness target heart rate zumba step aerobics yoga tabatas | |

| Lifetime Activities (continued) | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| <p>Badminton</p> <p><u>Related Vocabulary</u> shuttle cock serve smash drop lob forehand backhand overhead underhand</p> <p>Pickle Ball</p> <p><u>Related Vocabulary</u> rally volley serve cross court dink</p> <p>Spike Ball</p> | |

| Individual Activities | |
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| CONTENT/KEY CONCEPTS | OBJECTIVES/STANDARDS |
| Fitness testing | 10.4.9.A - Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals. |
| Pacer | 10.4.9.B - Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. |
| Mile Run | 10.4.9.C - Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. |
| Push-ups | 10.4.9.D - Analyze factors that affect physical activity preferences of adolescents. |
| Curl-ups | 10.4.9.E - Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. |
| Pull-ups | 10.5.9.A - Describe and apply the components of skill-related fitness to movement performance. |
| Sit and Reach | 10.5.9.B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. |
| Shoulder Stretch | 10.5.9.D - Identify and describe the principles of training using appropriate vocabulary. |
| Trunk Flexion | |
| <u>Related Vocabulary</u> | |
| BMI | |
| flexibility | |
| muscular strength | |
| muscular endurance | |