

GRADE 7

BEGINNING TEAM SPORTS

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Students in grade seven develop a solid foundation in skills and competencies. They are still mastering basic manipulative skills, and are ready to engage in lead-up games and drills that provide a progression toward participation in regulation or advanced play. Students will apply skills in modified games, and may be introduced to regulation rules and game play. Instruction includes an introduction to training principles and activities that can enhance health-related fitness as students pursue personal fitness goals.

- **Standard G7.1.1** Demonstrate the correct technique for a variety of locomotor skills (e.g., sliding, galloping and hopping in small group activities).
- **Standard G7.1.2** Demonstrate the correct technique for non-locomotor skills (e.g., stretching, bending, twisting during small group activity or dance).
- **Standard G7.1.3** Perform manipulative skills while working with a partner (e.g., dribbling a basketball, kicking a soccer ball, passing a volleyball overhead).
- **Standard G7.1.4** Identify which aspects of weight transfer are common in a variety of skills (e.g., throwing, batting, kicking).
- **Standard G7.1.5** Identify which aspects of opposition and follow-through are common in a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up).
- **Standard G7.1.6** Identify aspects of body and target alignment that are common for a variety of skills.
- **Standard G7.1.7** Perform a variety of dances, such as square, fold, aerobic, modern, ball-room and line.
- **Standard G7.1.8** Perform a variety of tumbling and dance activities that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences.

Strand 2: Students will apply knowledge to attain efficient movement and performance.

Students will use tactics utilizing space, pathways, shapes, levels, speed, direction, force, and

strategy for effective movement in an activity setting. Students will utilize defensive and offensive strategies to gain advantage in a game setting.

- **Standard G7.2.1** Link skills together (e.g., dribble and pass a basketball, receive and dribble a soccer ball, kick, receive a soccer pass, and kick a goal).
- **Standard G7.2.2** Perform skills in an increasingly complex environment (e.g., from dribbling to dribbling on the run, from throwing football from a stationary to a moving target, hitting a stationary hockey puck to hitting a moving puck).
- **Standard G7.2.3** Understand how moving to open space and gaining position can benefit performance in a variety of game situations.
- **Standard G7.2.4** Move to an open space to receive a pass while playing small group activities.
- **Standard G7.2.5** Cover a specific area of the court or field while playing small group activities.
- **Standard G7.2.6** Dribble, pass, and receive a ball while stationary.
- **Standard G7.2.7** Establish a ready position for skill performance (e.g., receiving a tennis serve or ground ball in softball).
- **Standard G7.2.8** Strike or throw a ball to a specific target.

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.

Students will identify the components of designing, monitoring, and evaluating physical fitness. They will recognize and apply fitness concepts of personal activities to maintain a lifetime of fitness.

- **Standard G7.3.1** Assess own fitness level and create personal fitness goals (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility).
- **Standard G7.3.2** Create personal goals based on fitness assessment results.
- **Standard G7.3.3** Monitor progress toward personal fitness goals using a checklist or journal.
- **Standard G7.3.4** Explain the components and principles of health-related fitness.
- **Standard G7.3.5** Identify activities that participation in can improve each component in health-related fitness (e.g., strength, muscular endurance, cardiovascular endurance, flexibility).
- **Standard G7.3.6** Explain the importance of warm-up and cool-down during exercise.

- **Standard G7.3.7** Explore a variety of new physical activities during physical education class that encourage personal interest outside of class.
- **Standard G7.3.8** Investigate the concept of energy balance as it relates to nutrition and exercise.
- **Standard G7.3.9** Identify poor food choices and healthy food alternatives.
- **Standard G7.3.10** Demonstrate proper posture while standing, sitting, and lifting.
- **Standard G7.3.11** Identify opposing muscle groups and how they relate to training.
- **Standard G7.3.12** Use technology to monitor and improve physical activity and wellness.
- **Standard G7.3.13** Evaluate technological resources as related to development of fitness and exercise programs. (e.g., heart rate monitors, pedometers, computer software and Internet resources).

Strand 4: Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Students exhibit personal responsibility in a group setting by working well with others, accepting feedback, and understanding how rules and etiquette contribute to a safe and enjoyable environment. Students will review outdoor pursuits and understand how setting is an important factor in ensuring a safe and enjoyable experience.

- **Standard G7.4.1** Demonstrate an understanding of different skill levels among peers in physical activity settings.
- **Standard G7.4.2** Recognize the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds.
- **Standard G7.4.3** Consider various strategies for resolving personal conflict with sensitivity to the rights and feeling of others.
- **Standard G7.4.4** Understand and apply inclusive rules to include less skilled players. Identify exclusionary behavior that purposely omits students from being included.

Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Students understand that physical activity provides the opportunity for enjoyment, challenges, self-expression, and social interaction.

- **Standard G7.5.1** Identify the activities that bring personal enjoyment.
- **Standard G7.5.2** Celebrate the successes and achievements of self and others.

- **Standard G7.5.3** Identify the feelings resulting from meeting challenges.
- **Standard G7.5.4** Explain how physical activity can provide enjoyable social interaction.
- **Standard G7.5.5** Explain the social benefits that result from team and dual sport participation
- **Standard G7.5.6** Differentiate between appropriate and inappropriate risks.
- **Standard G7.5.7** Create a plan to include activity beyond school years.