

Curriculum Map: Physical Education 7/8

Course: BOY'S PE Sub-topic: Uncategorized

Grade(s): 7 to 8

Course Junior High School Physical Education (9 weeks)

Description: A comprehensive program at Wyalusing will be a learning experience to meet the current projected needs of the individual student. The main emphasis of Junior High School Physical Education will include fitness activities and team sports. Students will be given an opportunity to demonstrate proper social, physical and mental skills. This course is required for 7 th and 8 th grade.

Unit: Organized Sports

Timeline: Week 1 to 9

Unit Description: Overall this unit is about lifetime activities and fitness. Sportsmanship and well being are also a focus.

Unit Essential Questions:

How can physical activity choices impact my life as an adolescent?

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

Unit Big Ideas: [Participation in physical activity impacts wellness throughout a lifetime.](#)

Unit Key Terminology & Definitions: Rules of the game

Sportsmanship

Safety

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.6.E \(Advanced\)](#) Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease)
- preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

[10.2.6.A \(Advanced\)](#) Explain the relationship between personal health practices and individual well-being.

- immunizations
- health examinations

[10.3.6.A \(Advanced\)](#) Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters)
- personal safety (e.g., home alone, latch key, harassment)
- communication (e.g., telephone, Internet)
- violence prevention (e.g., gangs, weapons)

[10.3.6.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during physical activity.

[10.4.6.E \(Advanced\)](#) Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities
- school-community resources
- variety of activities
- time on task

[10.4.6.F \(Advanced\)](#) Identify and describe positive and negative interactions of group members in physical activities.

- leading
- following
- teamwork
- etiquette
- adherence to

rules

(* standards consolidated from Topic level)

Topic: Soccer

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.6.A \(Advanced\)](#)

Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters) • personal safety (e.g., home alone, latch key, harassment) • communication (e.g., telephone, Internet) • violence prevention (e.g., gangs, weapons)

[10.4.6.F \(Advanced\)](#)

Identify and describe positive and negative interactions of group members in physical activities.

- leading • following • teamwork • etiquette • adherence to rules

Topic: Softball

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.6.E \(Advanced\)](#)

Identify health problems that can occur throughout life and describe ways to prevent them.

- diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) • preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active)

[10.4.6.E \(Advanced\)](#)

Identify factors that have an impact on the relationship between regular participation in physical activity and the degree of motor skill improvement.

- success-oriented activities • school-community resources • variety of activities • time on task

Topic: Colony Ball

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.2.6.A \(Advanced\)](#)

Explain the relationship between personal health practices and individual well-being.

- immunizations • health examinations

[10.3.6.D \(Advanced\)](#)

Analyze the role of individual responsibility for safety during physical activity.

Topic: Football

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.2.6.A \(Advanced\)](#)

Explain the relationship between personal health practices and individual well-being.

- immunizations • health examinations

[10.3.6.D \(Advanced\)](#)

Analyze the role of individual responsibility for safety during physical activity.

Unit: Fitness Center

Timeline: Week 5 to 6

Unit

Description:

The goal of the fitness center is based around life time fitness and overall well-being.

Unit Essential Questions:

How can physical activity choices impact my life as an adolescent?

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

Unit Big Ideas: [Safety impacts individual and community well-being.](#)

[Participation in physical activity impacts wellness throughout a lifetime.](#)

Unit Key Terminology & Definitions: Health procedures
Safety

Wellness

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.6.B \(Advanced\)](#) Identify and describe the structure and function of the major body systems.

- nervous • muscular • integumentary • urinary • endocrine • reproductive • immune

[10.2.6.D \(Advanced\)](#) Describe and apply the steps of a decision-making process to health and safety issues.

[10.3.6.A \(Advanced\)](#) Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters) • personal safety (e.g., home alone, latch key, harassment) • communication (e.g., telephone, Internet) • violence prevention (e.g., gangs, weapons)

[10.4.6.F \(Advanced\)](#) Identify and describe positive and negative interactions of group members in physical activities.

- leading • following • teamwork • etiquette • adherence to rules

(* standards consolidated from Topic level)

Topic: Safety Procedures

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.1.6.B \(Advanced\)](#) Identify and describe the structure and function of the major body systems.

- nervous • muscular • integumentary • urinary • endocrine • reproductive • immune

[10.3.6.A \(Advanced\)](#) Explain and apply safe practices in the home, school and community.

- emergencies (e.g., fire, natural disasters) • personal safety (e.g., home alone, latch key, harassment) • communication (e.g., telephone, Internet) • violence prevention (e.g., gangs, weapons)

Topic: Equipment demo

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.2.6.D \(Advanced\)](#) Describe and apply the steps of a decision-making process to health and safety issues.

[10.4.6.F \(Advanced\)](#) Identify and describe positive and negative interactions of group members in physical activities.

- leading • following • teamwork • etiquette • adherence to rules

Unit:

This Curriculum Map Unit has no Topics to display