

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Physical Education**

<b>Unit Title</b>	Analysis of Performance		<b>Length of Unit</b>	6 weeks
<b>Focusing Lens(es)</b>	Assessment	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	PE09-GR.7-S.1-GLE.1 PE09-GR.7-S.3-GLE.2 PE09-GR.7-S.4-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>When would it be most effective to learn a skill in parts? (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)</li> <li>How does increasing the number of players in a game affect the outcome? (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1)</li> </ul>			
<b>Unit Strands</b>	Movement Competence and Understanding in Physical Education Emotional and Social Wellness Prevention and Risk Management			
<b>Concepts</b>	Decision Making, Acceptance, Reflection, Object Control, Safety, Application.			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Object control depends on safely applying knowledge of skills and reflection on performance. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	How do you know when you have object control?	Why is object control necessary?
Inclusive decision-making depends on the acceptance and tolerance of diverse thoughts and beliefs. (PE09-GR.7-S.3-GLE.2-EO.b,c; IQ.5; RA.4; N.1)	What could you do to modify a game so all can participate?	Why is it important to include all participants skill levels?
Knowledge of fundamental movement skills facilitates the analysis and application of mature movement. (PE09-GR.7-S.1-GLE.1-EO.a; IQ.4; RA.1,2; N.4)	What information do you need to break down a skill?	Why is it important to understand part to whole.

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**Key Skills:  
My students will be able to (Do)...**

- Participate and respect peers with varying skill abilities during physical activities (PE09-GR.7-S.3-GLE.2-EO.a)
- Use knowledge to modify games, analyze movement and explain key elements in movement (PE09-GR.7-S.1-GLE.1-EO.e) and (PE09-GR.7-S.3-GLE.2-EO.c) and (PE09-GR.7-S.1-GLE.1-EO.f) and (PE09-GR.7-S.1-GLE.1-EO.d)

**Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

**A student in \_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**

*Students can help each other become better movers by working together to analyze and correct each others performances.*

**Academic Vocabulary:**

Respect, performance, patterns

**Technical Vocabulary:**

Motor skill development, overhand, sidearm, underhand throwing, catching, kicking, punting, striking, trapping, dribbling, volleying, movement patterns