



**PHYSICAL EDUCATION
SEVENTH GRADE
36.00800**

7th Grade Physical Education Instructional Framework and Standards
Seventh Grade Physical Education
36.00800

Course Description: The seventh-grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

7th Grade

- Georgia Fitness Assessment required per O.C.G.A. § 20-2-777
- Suggested activities
- Teacher is not limited to these examples
- Modify to meet the needs of the district (see note below)
- ***Instruction must include units 1-4 in your lesson planning. If time permits you may include units 5-8.**
- Small-sided games should be emphasized to maximize student engagement and skill development
- Goal is for 50% of physical education class time to be spent in moderate to vigorous physical activity (MVPA)

Fitness	Invasion	Striking/ Fielding	Net/Wall	Target	Outdoor	Dance/ Rhythms	Individual
Georgia Fitness Gram Assessment Program Aerobic dance Bodyweight exercises Pilates Principles of Fitness Step aerobics Walking/Jogging Weight training	Basketball Capture the flag Cricket Flag football Floor hockey Field hockey Lacrosse Rugby Soccer Speedball Team handball Ultimate frisbee Whiffleball	Angleball Bowling Frisbee golf 4 Square Kick Ball	Badminton Handball Paddleball Pickle Ball Tennis Volleyball	Archery Bocce Bowling Cornhole Danish rounders Disc golf Golf Horseshoe Table Tennis	Angling Aquatics Camping Canoeing Climbing Cycling Geocaching Hiking Orienteering Ropes Course	Juggling Jump rope Line dance Lummi sticks Rhythmic fitness Contemporary dance Social dance Square dance Tinikling	Gymnastics Self-Defense Martial Arts Tai Chi Tae Kwon Do Karate Track & Field Tumbling Wrestling

Georgia Standards

Motor Skills and Movement Patterns

PE7.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Performs specialized manipulative skills in an applied setting to include striking and kicking in a dynamic environment while running, changing direction, pace, and levels.
- b. Performs a movement sequence in a physical activity, dance routine, or game (e.g., give and go in soccer; hop/step/jump in triple jump; and jump rope routine).
- c. Creates rhythm sequences that combine complex movement concepts and skills (e.g., the foot movements required to perform a successful basketball layup; running jump shot in team handball; run/jump/throw as in a double play).
- d. Demonstrates control while using a variety of throwing motions in activities (e.g., angleball, horseshoes, spin casting, and ultimate frisbee).

Movement Concepts and Principles

PE7.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in physical activities.
- b. Identifies and predicts the results of open space concepts in team sport activities by utilizing offensive and defensive tactics.
- c. Analyzes potential outcomes of offensive and defensive tactics in small-sided game settings.

Fitness

PE7.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies barriers to maintaining a physically active lifestyle.
- b. Identifies general principals of training. (the overload principle and the FITT principle of Frequency, Intensity, Time, and Type).
- c. Identifies places in the community where activities learned in class can be practiced and enjoyed.
- d. Identifies and explains the difference between health-related and skill-related fitness.
- e. Participates in the Georgia Fitness Assessment with teacher supervision.
- f. Identifies accurately form breaks for each Georgia Fitness Assessment component.
- g. Performs fitness assessment protocols correctly.
- h. Determines if fitness scores are in the Healthy Fitness Zone (HFZ) for age and gender.
- i. Identifies health fitness components that are strong and those in need of improvement.
- j. Develops and revises an exercise plan utilizing exercises or activities that will contribute to the improvement of one or more components of the Georgia Fitness Assessment Program
- k. Explains the RPE (Rating of Perceived Exertion) scale and how it can be used in a personal fitness regimen.
- l. Explains the importance of the aerobic capacity in overall health.

- m. Compares and contrasts static and dynamic stretching.
- n. Compares and contrasts strength and endurance training.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE7.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates support of and cooperation with peers.
- b. Exhibits task behaviors with limited supervision by self-officiating and problem solving during activities and including the safe and appropriate use of equipment.
- c. Demonstrates an acceptance of differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback and by avoiding bullying behavior.

PE7.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Participates in health enhancing activities for personal challenge and describes how each exerts a positive effect on health.
- b. Participates in new activities and describes the positive mental and emotional benefits of participation.
- c. Explains the benefits of social interaction through physical activity.