			Boys and Girls/ Physical Education/ 7th Grade/ Soccer II
Course/Subject: Physical Education	Grade: 7		Suggested Timeline: 6 classes

Grade Level Summary	The focus is to allow 7th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer II, Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Soccer II
Unit Summary	The Soccer II unit will provide the opportunity to review and improve basic skills learned in the introductory unit in 6th grade. This unit will also build upon previous skills in learned in 6th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

Unit Essential Questions: <ol style="list-style-type: none"> What basic skills, concepts, and safety rules must be applied to successfully participate in a game of soccer? 	Key Understandings: <ol style="list-style-type: none"> The students will develop teamwork by learning to cooperate with others in the game of soccer. Students will develop an understanding of the soccer game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6.A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:	
10.5.6A	Explain and apply the basic skill movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. A dribbler can only dribble with the inside of his/her foot.	1. A good dribbler can use the inside, outside, or shoe laces when dribbling a soccer ball.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of soccer. 	<ul style="list-style-type: none"> Students will have the opportunity to build upon and improve on general skills related to soccer such as dribbling, passing, shooting, throw-ins, corner kicks, and goal kicks learned in 6th grade. Students will learn to combine skills together more fluently. Apply the rules and basic game play strategies to the game of soccer. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:

<ul style="list-style-type: none"> Dribble Shooting Corner kick Goal kick 	<ul style="list-style-type: none"> Pass Throw-in Give and go/leading 	
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Assessments:

<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:

<ul style="list-style-type: none"> Students with previous soccer experience will be challenged more by using their non-dominant foot, used to demonstrate, and help other students who may be struggling. These soccer players with experience will also be divided up on teams so that each team has some experience to help strategize in game play.

Interdisciplinary Connections:


- Health-connection with cardiovascular workouts; heart rate; muscles used

Additional Resources:

- NMS Physical Education Policies and Procedures; Student handbook

Created By:

Kristen Rucker and Brian Robison

		Girls/ Physical Education/ 7th Grade/ Intro to Ultimate Sports
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 6 classes

Grade Level Summary	The focus is to allow 7th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer II, Intro to Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Intro to Ultimate Sports
Unit Summary	The introductory unit to ultimate sports will provide the opportunity to improve a student's personal health and learn basic football and frisbee skills, and concepts.

Unit Essential Questions: <ol style="list-style-type: none"> What basic skills, concept, and safety rules must be applied to successfully participate in a game of ultimate football/frisbee? 	Key Understandings: <ol style="list-style-type: none"> The students will develop teamwork by learning to cooperate with others in the game of ultimate football/frisbee. Students will develop an understanding of an ultimate football/frisbee game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6.A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:	
10.5.6A	Explain and apply the basic skill movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. The quarterback is the only person that need to know how to throw a football. 2. There is only one way to throw a frisbee. 	<ol style="list-style-type: none"> 1. Everyone will learn how to correctly throw a spiral with correct hand placement. 2. There two ways to throw a frisbee. We will teach you both ways and you decide which one you prefer.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Students will learn basic terminology, rules, and strategies associated within the game of ultimate football/frisbee. 	<ul style="list-style-type: none"> • Students will have the opportunity to learn and improve on general skills related to football such as throwing, catching, kick-offs, and punting. Frisbee skills taught are throwing, catching, and leading. • Apply the rules and basic game play strategies to the game of soccer. 	<ul style="list-style-type: none"> • Students will be exposed to opportunities which require collaboration and communication in small groups. • Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
<ul style="list-style-type: none"> • Spiral • Receiver • Quarterback • Laces 	<ul style="list-style-type: none"> • Punt • Kick-off • Line of Scrimmage 	


Assessments:
<ul style="list-style-type: none"> • Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> • Students with previous football/frisbee experience will be divided up on teams so that each team has some experience to help strategize in game play.

Interdisciplinary Connections:
<ul style="list-style-type: none"> • Health-connection with cardiovascular workouts; heart rate

Additional Resources:
<ul style="list-style-type: none"> • NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison

		Boys and Girls/ Physical Education/ 7th Grade / Basketball II
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 5 classes

Grade Level Summary	The focus is to allow 7th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports.
Grade Level Units	Soccer II, Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Basketball II
Unit Summary	The basketball II unit will provide the opportunity to review and improve basic skills learned in the introductory unit in 6th grade. This unit will also build upon previous skills in learned in 6th grade. Students will be taught game rules and strategies. Students will learn how to work together in a team setting. In addition, the unit will include health related physical fitness components.

Unit Essential Questions: 1. What basic skills, concepts, and safety rules must be applied to successfully participate in a basketball game?	Key Understandings: 1. The students will develop teamwork by learning to cooperate with others in the game of basketball. 2. Students will develop an understanding of the basketball game rules, regulations, and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:	
10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.
10.5.6F	Identify and apply game strategies to basic games and physical activities.

Misconceptions:	Proper Conceptions:
1. You travel on a lay-up because you take two steps before you shoot the ball.	1. If a lay-up is done correctly, the last two steps are taken without a dribble, but it isn't considered traveling because it's part of the lay-up shot.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules, and strategies associated within the game of basketball. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on general skills related to basketball such as passing, shooting, lay-ups with dribbling/non-dominant side, dribbling-spin dribble. Apply the rules and basic game play strategies to the game of basketball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:		
<ul style="list-style-type: none"> Lay-ups Crossover/Spin dribble Dribbling Man to man/zone defense 	<ul style="list-style-type: none"> Bounce/Chest pass Shooting 	


Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill and/or cognitive assessment.

Differentiation:
<ul style="list-style-type: none"> Students with previous basketball experience will be use their non-dominant hand to practice dribbling, shooting, and lay-ups. These students will also be divided up on different teams.

Interdisciplinary Connections:
<ul style="list-style-type: none">

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison

		Boys and Girls Physical Education Grade 7 Strength & Conditioning II
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 6 class periods

Grade Level Summary	7th grade physical education includes a combination of individual and group physical activities. Units will blend healthy fitness activities with beginner and intermediate skills and concepts of multiple sports.
Grade Level Units	Football II, Intro to Lacrosse, Strength & Conditioning, Basketball II, Team Handball, Team Building, Fitness Testing, Swimming, Soccer II and Track and Field.


Unit Title	Strength & Conditioning Circuit Training
Unit Summary	This Strength and Conditioning unit will utilize a circuit training format. The program will allow students to review how a variety of exercises and equipment should be used. Circuit training will provide the opportunity to improve a student's personal health through strength and cardio vascular exercises. A focus will be placed on learning how to safely and correctly use a variety of exercise equipment.

Unit Essential Questions: 1. How does muscular strength and conditioning training improve an individual's overall health and fitness levels?	Key Understandings: 1. Participation in strength training and conditioning exercises provides the opportunity to improve one's overall health and wellness throughout life. 2. Develop the ability to safely perform strength and conditioning exercises utilizing the proper techniques.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.4.9.B	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

10.5.6.D	Describe and apply the principles of exercise to the components of health related and skill related fitness.			
Misconceptions: 1. Participants must be strong in order to do strength training.		Proper Conceptions: 1. Strength training is a method to improve an individual strength.		
Knowledge & Concepts <ul style="list-style-type: none"> Students will learn basic terminology and safety rules associated with strength training. 	Skills & Competencies <ul style="list-style-type: none"> Students will have to opportunity to learn basic skills and techniques used in a variety of strength and conditioning exercises. 	Dispositions & Practices <ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner. 		
Academic Vocabulary:				
Repetition	Set	Aerobic	Anerobic	Overtraining
Resistance Training	Circuit training			
Assessments: <ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments 				
Differentiation: <ul style="list-style-type: none"> Each student will individually determine what is a safe weight to be used correctly while performing the recommended set of 10-15 repetitions for each exercise. 				
Interdisciplinary Connections: <ul style="list-style-type: none"> Health: A connection is made between each exercise and which specific muscle is being developed. 				
Additional Resources: <ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook 				
Created By: Brian Robison and Kristen Rucker				

			Boys and Girls Physical Education Grade 7 Team Handball
Course/Subject: Physical Education	Grade: 7		Suggested Timeline: 6 class periods

Grade Level Summary	7th grade physical education includes a combination of individual and group physical activities. Units will blend healthy fitness activities with beginner and intermediate skills and concepts of multiple sports.
Grade Level Units	Soccer II, Football II, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Team Handball
Unit Summary	An introductory unit to Team Handball provides the opportunity to improve health-related and skill-related physical fitness. Team handball will require individuals to work together to be successful.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What essential skills & rules does a person need to know to participate in Team Handball? 2. Describe ways communication & teamwork enable a group to be successful in a game of Team Handball. 	Key Understandings: <ol style="list-style-type: none"> 1. The students will develop teamwork by learning to cooperate with other in the game of team handball. 2. Students will develop an understanding of team handball rules, regulations and strategies that will enhance a student's enjoyment and knowledge of the game.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

Misconceptions:	Proper Conceptions:
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1. Participants must have a strong arm to be successful in handball.	1. Students, no matter their arm strength, size or ability level, can learn skills and participate in a modified game of team handball. The ability to make accurate and short passes in handball is essential to being successful as a team.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated within the game of team handball. 	<ul style="list-style-type: none"> Students will have to opportunity to learn and improve general skills related to handball such as passing, catching and shooting. Apply the rules and basic strategies to to team handball. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:					
• Forwards	• Midfielder	• Defender	• Goalie	• Arc	• Pivot

Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> The game of handball is modified for the benefit of all middle school students. Players must pass the ball, rather than dribble in order to work together more as a team. The court size is smaller than a traditional court used in handball. Players are assigned and rotate positions to gain experience in each role. A student who is less aggressive and would normally not get opportunities to score, can be assigned to an offensive position so there are more opportunities to score.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: Connection with cardiovascular workouts and muscles used during exercise.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By:	Brian Robison
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**Boys and Girls
Physical Education/
7th Grade/
Canoeing and Water
Safety Unit**

Course/Subject:
Physical Education

Grade:
7th

Suggested Timeline:
7 classes

Grade Level Summary	The focus is to allow 7th grade students to a variety of individual and group physical activities. The units will blend individual healthy fitness activities with the opportunity to learn basic concepts of multiple team sports
Grade Level Units	Soccer II, Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Canoeing and Water Safety
Unit Summary	This introductory unit to canoeing and water safety focuses on the basic skills a student would need to paddle a canoe safely in one of our local lakes, streams or rivers. This unit will introduce this lifetime sport to students and also incorporate the safety that is involved when out on the water.

Unit Essential Questions: <ol style="list-style-type: none"> How can a student be safe when participating in activities on the water? How can a student paddle and steer a canoe? 	Key Understandings: <ol style="list-style-type: none"> Students will understand basic water safety in outdoor creeks, rivers, lakes and ponds. Students will learn proper entry into a canoe and five basic paddling strokes.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.3.6D	Analyze role of individual responsibility for safety during activity.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:

10.3.6A	Explain and apply safe practices in the home, school and community.
10.5.6A	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6B	Identify and apply concepts of motor skill development to a variety of different skills.
10.5.6C	Describe the relationship between practice and skill development.

Misconceptions:

Proper Conceptions:

1. It is easy to paddle and steer and canoe.	1. Canoeing requires the knowledge and execution of basic skills to be successful.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand and follow the safety procedures necessary in the canoeing and water safety unit. Students will understand canoeing terminology and skills. Students will be able to identify water hazards and the danger of swimming in cold water. 	<ul style="list-style-type: none"> Students will practice and review basic canoeing and water safety skills by applying critical cues to the following skills: entering and exiting a canoe properly and five basic paddling strokes: forward stroke, reverse stroke, forward and reverse sweep strokes and the J-stroke. Students will practice and review basic boating safety skills. Skills will include but are not limited to: the proper use of a PFD, throwing and reaching assists in the water, rescue position for a swamped canoe, paddling a swamped canoe, flipping a swamped canoe and the signs and symptoms of hypothermia. 	<ul style="list-style-type: none"> Social component: the nature of the unit allows for partner interaction. The experienced paddler will find success in being able to help the novice paddler. Students will practice the five paddling strokes by going through the canoeing course in the pool.

Academic Vocabulary:

<ul style="list-style-type: none"> Bow Stern Gunwales Thwart 	<ul style="list-style-type: none"> Keel Personal Floatation Devices (PFD's) Huddle Position HELP Position 	<ul style="list-style-type: none"> Throw Bags Hypothermia Gasping Reflex
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Assessments:

<ul style="list-style-type: none"> Student self-check, Teacher feedback, Peer feedback Cognitive assessment

Differentiation:

<ul style="list-style-type: none"> Students with prior paddling experience will be paired up with those students who have no previous paddling experience.

Interdisciplinary Connections:


<ul style="list-style-type: none"> To be safe in and around water, a person needs to know how to swim.

Additional Resources:

<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook, Natatorium policies and procedures.

Created By:

Cynthia A. Ebner

		Boys and Girls/ Physical Education/ 7th Grade/ Fitness Testing
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 7 classes

Grade Level Summary	The focus is to have each student correctly perform each Physical Fitness test to the best of their ability and do try to improve from the previous year and also reach their Healthy Fitness Zone.
Grade Level Units	Soccer II, Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Fitness Testing
Unit Summary	This unit will provide each student with the knowledge to correctly perform each fitness test while trying their best, trying to improve from last year, and trying to reach their Healthy Fitness Zone. The students will also understand the benefits of completing each fitness test.

Unit Essential Questions: 1. What are the benefits of completing the Fitness Gram physical fitness tests?	Key Understandings: 1. The students will identify and understand how the body responds to exercise. 2. Students will understand the benefits of exercise and the prevention of disease.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.1.6E	Identify health problems that can occur throughout life and ways to prevent them.
10.4.6A	Engage in moderate to vigorous activities that contribute to fitness and health.

Important Standards Addressed in the Unit:	
10.4.6A	Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
10.4.6B	Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
10.4.6C	Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity.
10.5.6D	Describe and apply principles of exercise to the components of health-related and skill related fitness.

Misconceptions:	Proper Conceptions:
1. Your body composition determines whether you will excel in cardiovascular endurance, muscular strength, muscular endurance, flexibility fitness tests.	1. Students will all different body types and compositions can achieve their healthy fitness zone.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, diseases associated with inactivity, and benefits of doing fitness tests. 	<ul style="list-style-type: none"> Students will have the opportunity to learn and improve on their fitness skills. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups.

Academic Vocabulary:		
<ul style="list-style-type: none"> Cardiovascular endurance Muscular endurance Muscular strength Flexibility 	<ul style="list-style-type: none"> Heart Rate Healthy Fitness Zone Goals Diabetes Heart Disease Metabolism Obesity 	


Assessments:
<ul style="list-style-type: none"> Unit will include a combination of a skill assessment.

Differentiation:
<ul style="list-style-type: none"> Use a student who can demonstrate the fitness test correctly for other students' to see. Students will get a chance to practice all fitness tests before completing them.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health-metabolism, heart disease, cardiovascular endurance, muscular endurance, muscular strength, flexibility, heart rate, Diabetes, obesity

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student handbook

Created By:
Kristen Rucker and Brian Robison

		Boys and Girls Physical Education Grade 7 Intro to Lacrosse
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 6 class periods

Grade Level Summary	7th grade physical education includes a combination of individual and group physical activities. Units will blend healthy fitness activities with beginner and intermediate skills and concepts of multiple sports.
Grade Level Units	Soccer II, Football II or Ultimate sports/football, Basketball, Strength and Conditioning II, Team Handball, Swimming II (Canoeing), Fitness testing, Intro to lacrosse, Track and Field

Unit Title	Intro to Lacrosse
Unit Summary	An introductory unit to lacrosse provides the opportunity to improve health-related and skill-related physical fitness. Students will compare the game of lacrosse to other field games/teams sports.

Unit Essential Questions: 1. What basic skills, game concepts and safety rules must be applied successfully to participate in the game of lacrosse?	Key Understandings: 1. The students will develop teamwork by learning to cooperate with other in the game of lacrosse. 2. Students will develop an understanding of lacrosse game rules, regulations and strategies that will enhance a student's enjoyment and knowledge of the game
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.
10.5.6 F	Identify and apply game strategies to basic games and physical activities

Misconceptions:	Proper Conceptions:
1. Students do not need to cradle a ball fast in order to keep a ball in the pocket.	1. Students can cradle a ball slowly if the head of the stick is in the proper position.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated within the game of lacrosse. 	<ul style="list-style-type: none"> Students will have to opportunity to learn and improve general skills related to lacrosse such as cradling, passing, scooping, catching and shooting. Apply the rules and basic strategies to to the game of lacrosse. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication in small groups. Students will be given the opportunity to be creative individually and with others.

Academic Vocabulary:					
• Cradling	• Passing	• Scooping	Attack	Defender	Midfielder


Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students with previous lacrosse experience will be challenged more by helping to demonstrate and assist other students who are new to the game of lacrosse.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Health: Connection with cardiovascular workouts and muscles used during exercise.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

Created By:	Brian Robison
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		Boys and Girls Physical Education Grade 7 Track & Field
Course/Subject: Physical Education	Grade: 7	Suggested Timeline: 6 class periods

Grade Level Summary	7th grade physical education includes a combination of individual and group physical activities. Units will blend healthy fitness activities with beginner and intermediate skills and concepts of multiple sports.
Grade Level Units	Football II or Ultimate Sports/Football, Intro to Lacrosse, Strength & Conditioning II, Basketball II, Team Handball, Team Building, Fitness Testing, Swimming, Soccer II and Track and Field.

Unit Title	Track and Field
Unit Summary	The Track and Field unit will provide the opportunity to improve a student's personal health and learn and refine basic Track and Field skills and concepts. Students will be given an opportunity to compete in event[s] that they feel they can be most successful.

Unit Essential Questions: 1 How does participating in track and field events improve an individual's overall health and fitness levels?	Key Understandings: 1. The students will develop teamwork by learning to cooperate and communicate in small groups in track and field. 2. Students will develop an understanding of Track and Field events, basic skill techniques, rules, and regulations.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
10.3.6.D	Analyze role of individual responsibility for safety during activity.
10.4.6 A	Engage in moderate to vigorous activities that contribute to fitness and health

Important Standards Addressed in the Unit:	
10.5.6 A	Explain and apply the basic skill movements and concepts to perform skills
10.5.6.B	Identify and apply the concepts of motor skill development to a variety of basic skills.
10.5.6.C	Describe the relationship between practice and skill development.

Misconceptions:	Proper Conceptions:
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1. Participants must be fast to be successful in track and field.	1. Track and field includes a variety of events that require different skills that include, but are not limited to, strength, power, speed, jumping ability and hand eye coordination.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will learn basic terminology, rules and strategies associated with track and field. 	<ul style="list-style-type: none"> Students will have to opportunity to learn basic skills and techniques used in a variety of track and field events. 	<ul style="list-style-type: none"> Students will be exposed to opportunities which require collaboration and communication with a partner.

Academic Vocabulary:				
Relay	Baton	Staggered	Anchor	Speed
Pivot	Pace	Landing	Follow through	

Assessments:
<ul style="list-style-type: none"> Unit will include a combination of Skill and/or Cognitive Assessments

Differentiation:
<ul style="list-style-type: none"> Students are able to utilize modified equipment for events in order to perform technique safely and correctly.

Interdisciplinary Connections:
<ul style="list-style-type: none"> Math: Measurements for each event is important in Track and Field. The unit includes math skills to measure and record results.

Additional Resources:
<ul style="list-style-type: none"> NMS Physical Education Policies and Procedures; Student Handbook

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