

**PE Scope and Sequence for Middle School 7th Grade Core Courses**

Teachers may adjust length of time that is appropriate to their schedule.  
 Teachers may omit units they do not have the proper equipment for.  
 Units do not need to be taught in specific order to allow flexibility for space and equipment needs.

Unit Name	Badminton	Baseball/Softball	Basketball	Chasing/Fleeing	Cross Country/ Sprints	Fitness Unit
<b>Suggested Time Frame</b>	<b>2 Weeks</b>	<b>1-2 Weeks</b>	<b>1-2 Weeks</b>	<b>1 day (or used as warm-up or closeout activities)</b>	<b>2-3 Days</b>	<b>2-3 weeks with Fitness Assessment-may be done several times throughout the course.</b>
<b>Unit Description</b>	Net sport that requires more skill and finesse than strength. Students will learn the rules and essential skills of serving, and receiving.	Students will learn the basic and more advanced rules and situations. This would require bats, baseballs/softballs, helmets, protective catchers gear-- unless using a whiffle ball and bat.	Students will learn general ball-handling skills. Passing, dribbling, shooting, guarding, and rebounding. Focus on offensive and defensive strategies to get students to play modified and regulation games.	This can include tag games, but also games such as capture the flag, flag tag, mission impossible.	There will be practice and discussion over race strategy, how to prepare for race day when it comes to diet and nutrition.	Physical Fitness Pretest, lessons and Post-test. Students will be able to understand how to measure their own physical fitness using a variety of methods. Can use the fitnessgram testing model the students should perform all the tests in the fitnessgram. This can be revisited throughout the year. Students should complete a series of fitness activities outside of sports such as: circuit training, plyometrics, High Intensity Interval Training (HIIT), Cardio Dance, etc.
<b>Priority Standards</b>	S1. M12-Serving Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, pickleball. S1.M13 - Striking/Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. S1.M14 - Forehand and Backhand Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis. S1.M15 Weight Transfer/Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.	S1M20- Strikes a pitched ball with an implement for power to open space in a variety of practice tasks. S1M21 -- Catches, with a mature pattern, from different trajectories using a variety of objects in a small-sided game play.	S1. M6 Games and Sports: Invasion Games Offensive Skills - Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. S1. M7 Games and Sports: Invasion Games Offensive Skills - Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. S1. M8 Games and Sports: Invasion Games Dribbling/Ball Control with Hands - Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. S1. M10:Games and Sports: Invasion Games.Shooting on Goal - Shoots on goal with power and accuracy during small-sided game play. S1. M11:Games and Sports: Invasion Games. Defensive Skills - Slides in all directions while on defense without crossing feet.	S2.M1 Games and Sports Creating Space with Movement-Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance between player and goal).	S1. M24 Individual Performance Activities: Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.	S3.M1 Physical Activity Knowledge: -Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. S3.M6 Fitness Knowledge - Participates in moderate to vigorous muscle- and bonestrengthening physical activity at least 3 times a week. S3.M7 Fitness Knowledge -- Distinguishes between health- and skill- related fitness. S3.M8 Fitness Knowledge - Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level. S3.M9 Fitness Knowledge - Describes and demonstrates the difference between dynamic and static stretches. S3.M10 Fitness Knowledge -- Describes the role of exercise and nutrition in weight management. S3.M11 Fitness Knowledge - --Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. S3.M12 Fitness Knowledge - Designs a warm up/cool down regimen for a self-selected physical activity. S3.M13 Fitness Knowledge - Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. S3.M14 Fitness Knowledge - Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. S3.M15 Assessment and Program Planning - -- Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. S3.M16 Assessment and Program Planning - Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.
<b>Skills</b>	Doubles Play Singles Play Serving Powershots Game strategies	Review of throwing and catching. Fielding. Pitching. Batting.	Passing, dribbling, shooting, guarding, rebounding, team play.	Fleeing and chasing other players both safely and freely.	Being able to run for the whole distance and also have the ability to have enough energy to finish strongly.	Students will measure physical fitness, cardiorespiratory performance, how to increase performance through interval training and pace running. Students will be able to demonstrate ways to improve body tone through the use of muscular strength and endurance. Demonstrate flexibility exercises. Use a variety of ideas to increase speed and agility: obstacle courses, circuit training, agility runs.
<b>Resources</b>	Quality Lesson Plans for Secondary Physical Education Authors: Zakrajsek, Carnes, Pettigrew Jr					
<b>Academic Vocabulary</b>	Forehand, backhand, volley, overhead	Ball, strike, out, home run, force out.	Dribble, finger pads, screen, roll, pop.	Tag, Flee, chase,	Rabbit, pack, closing kick, pacing.	Curlup, push up, pacer test,

Unit Name	Flag Football	Ultimate Frisbee	Golf	Health and Nutrition	Hockey	Kickball
<b>Suggested Time Frame</b>	<b>2 Weeks</b>	<b>1 Week</b>	<b>1 Week</b>	<b>1-2 Weeks</b>	<b>1 Week</b>	<b>1 Week</b>
<b>Unit Description</b>	To be able to understand the game of flag football, along with learning how to pass and catch the ball	Students will understand the game of ultimate frisbee by demonstrating skills through several days of activity and during game play.	The students will gain the basics of swinging a variety of golf clubs including the putter. Students will learn the scoring system and terms. Should talk about how "honors" are decided.	This will be reviewing nutrition and health concepts including proper plating, meeting the nutritional groups, how many minutes of exercise one should strive for, and how to practice stress management.	Student's will be able to understand the cues for dribbling and passing a hockey puck and how to hold the hockey stick with the end goal of accurate hockey play and scoring.	Depending on equipment and personal preference this could take the place of baseball and softball units.
<b>Priority Standards</b>	S1.M2 Throwing - Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.M3 Catching Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. S1.M5 Passing and Receiving, Moving Target Throws, while moving, a leading pass to a moving target. S1.M7 Offensive Skills Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.	S3.M5 Engages in Physical Activity Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities. S2.M2 Games and Sports Creating Space with Offensive Tactics Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.	S1. M19 Games and Sports: Target Games Striking Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. S1. M22 Outdoor Pursuits Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity.	S3.M17 Nutrition - Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. S3.M18 Stress Management Practices strategies for dealing with stress, such as deep breathing, guided visualization, and cardio vascular exercise. S5.M1 Health -Identifies different types of physical activities and describes how each exerts a positive impact on health. S5.M2 Health Identifies positive mental and emotional aspects of participating in a variety of physical activities.	S2.M9 Target Games Shot Selection Varies the speed and/or trajectory of the shot based on location of the object in relation to the target. S2.M10 Fielding/Striking Games Offensive Strategies Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.	S1. M20 Games and Sports: Fielding/Striking Games Striking -- Strikes a pitched ball with an implement for power to open space in a variety of practice tasks. S1. M22 Outdoor Pursuits Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity. S2.M10 Fielding/Striking Games Offensive Strategies --Selects the correct defensive play based on the situation (e.g., number of outs).

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<b>Suggested Time Frame</b>	<b>2 Weeks</b>	<b>1-2 Weeks</b>	<b>1-2 Weeks</b>	<b>1 day (or used as warm-up or closeout activities)</b>	<b>2-3 Days</b>	<b>2-3 weeks with Fitness Assessment-may be done several times throughout the course.</b>
Skills	Gripping the ball Passing Receiving (catching) Running Pass Patterns Carrying the ball Taking a handoff Running with the ball Blocking Punting	Throwing, Catching, guarding, pivoting, intercepting.	Swinging a golf club with balance and force. Trying to hit the ball toward a target. Using a putter.	Perform the tasks and be present and take good notes. Also practicing setting up balanced plates from a nutritional standpoint.	Being able to move a puck/ball with control and speed, shooting an implement with accuracy and aim, describe the rules and how they work in game play. Dribbling, Passing, Shooting, Goalkeeping	Students will be able to kick a moving ball, throw to the correct base, know which direction to run the bases, know simple rules.
Resources				<a href="http://myplate.gov">myplate.gov</a> . <a href="https://www.shapeamerica.org/">https://www.shapeamerica.org/</a>		
Academic Vocabulary	Laces, spiral, flag guarding, corner, post	Grip, catch, throw, power, switch, fake	Par, birdie, eagle, bogey, double bogey, swing plane.	Cardiovascular exercise, nutrients, stress management	Stick Handle, pass, tape, offside, icing, Face-off, Goalie, Center, Forward, Guard	1st base, 2nd base, 3rd base, force play, home run, tag

Unit Name	Jumpropping	Soccer	Speedball	Team Handball	Tennis/ Pickleball	Volleyball
<b>Suggested Time Frame</b>	<b>1 Week</b>	<b>2 Weeks</b>	<b>1-2 Weeks</b>	<b>1 Week</b>	<b>1 Week</b>	<b>1 Week</b>
Unit Description	To provide students with an opportunity to understand the benefits of jumpropping for a well-rounded exercise program and as an activity to use for group activity if students are more advanced.	This unit will cover the basics of soccer, the field dimensions, what is the difference between the goalie and field players, different alignments of players.	Speedball combines the basic skills of soccer, football, and basketball, and it is played outdoors on a field. Speedball is very similar to soccer. You will need a soccer goal, and larger sized soccer ball. Playing area is 100 yards long with a midline, a restraining line 5 yards from the midline on both sides, and 5-yard end zones at both ends.	Students will learn the measurements and dimensions of the court, they will learn to throw and catch well. Then students will progress toward game play.	The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.	The students will learn to pass, set, learn how to rotate and also rally and side out scoring.
Priority Standards	S1. M24 Individual Performance Activities Demonstrates correct technique for a variety of skills in 1 self selected individual-performance activity.	S1.M9 Dribbling/ball control with feet. Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. S1.M10 Shooting on goal Shoots on goal with power and accuracy during small-sided game play.	S3.M5 Engages in Physical Activity Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.	S1. M5 Games and Sports: Invasion Games Passing and Receiving, Moving Target Throws, while moving, a leading pass to a moving target. S1.M4 Games and Sports: Invasion Games Passing and Receiving Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.	S1. M13 Games and Sports: Net/Wall Games Striking Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis. S1. M14 Games and Sports: Net/Wall Games Forehand and Backhand – Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.	S1. M12 Games and Sports: Net/Wall Games Serving Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, pickleball.  S1. M13 Games and Sports: Net/Wall Games Striking Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.  S1. M16 Games and Sports: Net/Wall Games Volley Forehand and backhand volleys with a mature form and control using a short-handled implement.
Skills		Kicking with accuracy both in shooting and passing, the ability to dribble with control while keeping it close to ones body, describing the reasons for one formation over another.	Chest pass, baseball pass, overhead pass, underhand pass, hook pass, catching, foot dribbling and kicking, converting ground balls into aerial balls via one-foot and two-foot kickups. Trapping, blocking, guarding and goalkeeping.	Pass, catch, shoot, interception, working as a team.	The students will be able to hit a backhand and forehand ground stroke, hit a forehand and backhand volley, and understand the court lines.	The students will need to learn to underhand pass, overhead set, proper spiking footwork.
Resources						
Academic Vocabulary	Switches, Toe Touches, Heel click, Leg over, Can Can, Twist.	Inside-of-foot dribbling Outside-of-foot dribbling Passing Shooting (making a goal) Heading Trapping Tackling	One-Foot kick-up. Two-foot Kick-Up Dropkick Aerial Dribbling.	Crease, goal, offside	Forehand, backhand, volley, singles, doubles.	Underhand Serve, Overhand serve, Volley, strike, forearm pass (bump), set pass,