



Unit Planner: Movements by Concept PE 7

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*Archdiocesan Essential Curriculum > 2019-2020 > Grade 7 > Physical Education/Health > PE 7 (EM) > Week 16 - Week 25

Movements by Concept

Stage 1: Desired Results	
General Information	Essential Question(s) <ul style="list-style-type: none">• How do you use basic movement concepts to perform more advanced movements?• What different ways can the body move given a specific purpose?• How can we move effectively and efficiently?
Enduring Understandings and Knowledge Students will understand: <ul style="list-style-type: none">• Creative skill combinations• Strategies to solve tactical game problems• Principles of biomechanics• Concept of force• Decrease injuries with efficient movement• Concept of balance• Effects of center of gravity• Principles of motor skills• Factors effecting daily physical activity• Components of a fitness plan• Recovery time• Principles of exercise physiology, social psychology, and biomechanics• Aerobic capacity/cardiorespiratory• Target heart rate• Resting heart rate• Muscular strength• Muscular endurance• Core strength• Proper posture• Body composition• Methods of measuring body composition• Inclusive skills	Skills Students will be able to: <ul style="list-style-type: none">• Perform movement patterns.• Apply correct strategies with your team.• Exhibit the correct amount of force during movement• Perform a dynamic movement by recognizing and responding to my center of gravity in relationship to the skill I am about to perform.
Connections to Catholic Identity / Other Subjects Math <ul style="list-style-type: none">• Calculate Heart Rate• graphing, data analysis, statistics• measurement: mass/weight, distance, volume• calculation of calories burned Religion <ul style="list-style-type: none">• Jesus was an excellent communicator who, in essence, managed a team. Discuss qualities of	Vocabulary Self Expression Rhythmical Interpretation Form Style Closed Skills Open Skills

<p>leadership He demonstrates</p> <p>ELA</p> <ul style="list-style-type: none"> Oral Language/multimedia: Create a presentation (oral with power point or Flipgrid) that shows different ways the body can move given a specific purpose. <p>Science</p> <ul style="list-style-type: none"> Biomechanics of posture (how the body systems work together to allow you to stand) Structure/function of the cardiovascular system 	
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<p>Standards & Frameworks Addressed</p> <p>MD: Physical Education (2009)</p> <p>MD: Grade 7</p> <hr/> <p>Skillfulness</p> <p>B. Creative Movement</p> <p>1. Evaluate creative skill combinations in a variety of physical activities.</p> <p>a. Assess an individual/partner performance sequence that exhibits quality movement based on common themes such as: self expression, rhythmical interpretation, form, or style.</p> <p>C. Skill Themes</p> <p>1. Analyze strategies to solve tactical game problems.</p> <p>b. Investigate the importance of utilizing offensive and defensive strategies in game category in relationship to scoring and preventing scoring.</p> <p>Biomechanical Principles</p> <p>Standard II: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p> <p>A. Effects on Objects</p> <p>1. Apply the concept of force in relationship to how objects move.</p> <p>a. Demonstrate how to apply and control force of a projectile in order to move it toward a stationary target.</p> <p>b. Demonstrate and discuss how longer and/or heavier implements such as: bats and clubs tend to produce more force than shorter or lighter ones.</p> <p>c. Demonstrate and discuss how efficient movements decrease injuries in a variety of activities to improve fitness such as: bending knees to only 90 degrees when completing a squat lift to develop muscular strength.</p> <p>B. Balance</p> <p>1. Analyze the concept of balance in complex movement patterns.</p> <p>a. Compare how changing levels while moving effects your center of gravity and performance.</p> <p>Motor Learning Principles</p> <p>Standard III: Motor Learning Principles – Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</p> <p>A. Appropriate Practices</p>	
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1. Justify that skills will develop over time with appropriate practice.

- a. Assess and rate improvement of skills learned in an open or changing environment (open skills).

Exercise Physiology

C. Components of Fitness

1. Evaluate the components necessary to design a fitness plan.

- c. Choose activities that will provide opportunities to improve or maintain specific personal skill-related fitness components as part of personal goal setting.

F. Exercise Adherence 1. Analyze the factors influencing daily physical activity.

- b. Organize strategies to address the social factors that limit physical activity.

Physical Activity

Standard V: Physical Activity - Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

A. Aerobic Fitness

1. Evaluate individual aerobic capacity/cardiorespiratory fitness.

- f. Investigate recovery time in relationship to target heart rate and resting heart rate.

B. Muscular Strength and Endurance

1. Evaluate individual muscular strength and muscular endurance.

- e. Justify and perform various exercises that help develop core strength and proper posture for personal fitness and safety.

D. Body Composition

1. Examine body composition.

- a. Identify different methods of measuring body composition such as: calipers, bio-impedance equipment, scales, and underwater weighing for accuracy, cost, and reliability in identifying personal body composition and maintaining a healthy body.

Social Psychological Principles

D. Compassion and Inclusiveness

1. Evaluate effective inclusiveness skills in physical activity settings.

- a. Assess different activities as a means for developing inclusiveness in classroom settings such as: wheelchair basketball.