

## California Physical Education Content Standards Grade 7

<b>Standard 1:</b>	Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
<b>Standard 2:</b>	Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
<b>Standard 3:</b>	Assess and maintain a level of physical fitness to improve health and performance.
<b>Standard 4:</b>	Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
<b>Standard 5:</b>	Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activities.

\*The sample activities listed here are the vehicles through which standards can be addressed. For example, a tag game can address standards 1 and 3, but it is how the activity is taught that will address standards 2, 4 and 5. By simply playing a tag game, a student may not be able to explain how changing speed and direction can allow one to move away from the tagger. The teacher must provide this information as a complement to the activity in order to meet standards 2, 4, and 5. Students discover answers by playing/participating and then being asked the question (debrief). They may never have thought of that question on their own. It's the teacher's role to pose these questions in order to make students think on this level.

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 1</b> <b>Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.</b>			
<b>1.1</b> Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.	Standard 1: Teacher Observation Checklists: Performance Peer Assessment Self Assessment  Samples for Standard 1: See "Extra Extra" Unit	<ul style="list-style-type: none"> <li>• Five-Person Throw and Run Softball</li> <li>• Small Sided Soccer</li> <li>• Keep It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Soccer</li> <li>• Volleyball</li> </ul>
<b>1.2</b> Perform multicultural dances.		<ul style="list-style-type: none"> <li>• Hora</li> <li>• Troika</li> <li>• Apat Apat</li> </ul>	Dance
<b>1.3</b> Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.		<ul style="list-style-type: none"> <li>• Cotton Eyed Joe (Parachute)</li> <li>• Tinikling</li> <li>• Double Dutch Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>
<b>1.4</b> Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.		<ul style="list-style-type: none"> <li>• Bump to Self</li> <li>• Partner Pass and Receive</li> <li>• Running with a Rope</li> </ul>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Hockey</li> <li>• Jump Rope</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>1.5</b> Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.</p>		<ul style="list-style-type: none"> <li>• Hurdle Practice</li> <li>• Running Long Jump Challenges</li> <li>• Baton Shuttle Relay</li> </ul>	Track & Field
<p><b>1.6</b> Demonstrate body management and object manipulation skills needed for successful participation in introductory adventure/outdoor activities.</p>			

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 2</b> <b>Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.</b>			
<p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underarm throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p>	<p>Standard 2: Cognitive Assessment of Critical Cues:</p> <ul style="list-style-type: none"> <li>• Verbal Recall</li> <li>• Demonstrations</li> <li>• Exit Slips</li> <li>• Partner checks for understanding</li> </ul> <p>Selected-Response Tests (i.e., true-false, multiple choice, matching) Constructed Response Tests (i.e., essay, journaling) Product in response to a prompt (i.e., reports, posters, performance)</p> <p>Debrief question: <i>What are the key points to remember when throwing a ball overhand? Underhand?</i></p>	<ul style="list-style-type: none"> <li>• Five-Person Throw and Run Softball</li> <li>• Small Sided Soccer</li> <li>• Keep It Up</li> </ul>	<ul style="list-style-type: none"> <li>• Softball</li> <li>• Soccer</li> <li>• Volleyball</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>2.2</b> Analyze movement patterns and correct errors.</p>	<p>Debrief question: <i>What tip(s) did you find to be beneficial in improving your passing skill?</i></p>	<ul style="list-style-type: none"> <li>• Group Passing Challenges</li> <li>• Challenges with Partner</li> <li>• Partner Pass and Receive</li> </ul>	<ul style="list-style-type: none"> <li>• Field Games</li> <li>• Frisbee</li> <li>• Hockey</li> </ul>
<p><b>2.3</b> Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p>	<p>Debrief question: <i>How will you use this feedback to set an appropriate goal to improve your skill?</i></p>	<ul style="list-style-type: none"> <li>• Group Passing Challenges</li> <li>• Challenges with Partner</li> <li>• Partner Pass and Receive</li> </ul>	<ul style="list-style-type: none"> <li>• Field Games</li> <li>• Frisbee</li> <li>• Hockey</li> </ul>
<p><b>2.4</b> Explain and demonstrate spin and rebound principles for performing manipulative skills.</p>	<p>Debrief question: <i>How can you use the principles of spin and rebound to improve your set shot?</i></p>	<ul style="list-style-type: none"> <li>• 3 Catch with Shot</li> <li>• Shadow</li> <li>• Speedball</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball/Wallball</li> <li>• Field Games</li> </ul>
<p><b>2.5</b> Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.</p>	<p>Debrief question: <i>Did you find it easier to learn the “Troika” as a jig saw versus learning the entire dance sequence at one time? Why or why not?</i></p>	<ul style="list-style-type: none"> <li>• Troika</li> <li>• Combining Skills</li> <li>• Small Sided Soccer</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Golf</li> <li>• Soccer</li> </ul>
<p><b>2.6</b> Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p>	<p>Debrief question: <i>What offensive strategies did you find to be successful in maintaining possession of the ball?</i></p>	<p>Keep Away (2 on 1)</p>	<ul style="list-style-type: none"> <li>• Frisbee</li> <li>• Basketball</li> <li>• Hockey</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>2.7</b> Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.</p>	<p>Debrief question: <i>What offensive strategies did you incorporate into your game?</i></p>		

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 3</b> <b>Assess and maintain a level of physical fitness to improve health and performance.</b>			
3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.	Standard 3: <i>FitnessGram</i> Teacher Observation Student Self-Assessment Student Portfolios	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> </ul>	Extra Extra
3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.		<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> </ul>	Extra Extra
3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.		<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> </ul>	Extra Extra
3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.		<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>
3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.		<ul style="list-style-type: none"> <li>• Estimation</li> <li>• Jogging</li> <li>• Rope Skipping</li> </ul>	<ul style="list-style-type: none"> <li>• Power Walk and Jog</li> <li>• Run USA</li> <li>• Jump Rope</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>3.6</b> Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</p>		<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 4</b> <b>Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>			
<p>4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.</p>	<p>Standard 4:  Cognitive Assessment of Fitness Concepts  Selected-Response Tests (i.e., true-false, multiple choice, matching)  Constructed Response Tests (i.e., essay, journaling)  Product in response to a prompt (i.e., reports, posters, performance)</p> <p>4.1 Debrief question:  <i>What activities did you include in your plan to address cardiovascular fitness? Muscular strength and endurance? Flexibility? Body composition?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<p><b>4.2</b> Identify physical activities that are effective in improving each of the health-related physical fitness components.</p>	<p>Debrief question: <i>What are some activities that can be used to improve cardiovascular fitness? Muscular strength and endurance? Flexibility Body composition?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>
<p><b>4.3</b> Match personal preferences in physical activities with each of the five components of health-related physical fitness.</p>	<p>Debrief question: <i>What are your favorite activities that can be used to improve cardiovascular fitness? Muscular strength and endurance? Flexibility? Body composition?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>
<p><b>4.4</b> Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p>	<p>Debrief question: <i>How does participation in regular cardiovascular activity affect your resting heart rate? Your recovery heart rate?</i></p>	<ul style="list-style-type: none"> <li>• Super Circulation</li> <li>• Heart Alert</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic Games</li> <li>• Aerobic Games</li> <li>• Run USA</li> </ul>
<p><b>4.5</b> Describe the role of physical activity and nutrition on achieving physical fitness.</p>	<p>Debrief question: <i>How do physical activity and nutrition work together to improve fitness?</i></p>	<ul style="list-style-type: none"> <li>• Fat Cell Tag</li> <li>• 5 Servings Tag</li> <li>• Heart Alert</li> </ul>	<p>Aerobic Games</p>
<p><b>4.6</b> Identify and apply the principles of overload in safe, age-appropriate activities.</p>	<p>Debrief question: <i>How do you plan to apply progressive resistance in your Action Plan to improve your muscular strength?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>

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<p><b>4.7</b> Explain progression, overload, and specificity as principles of exercise.</p>	<p>Debrief question: <i>What are the principles of progression, overload, and specificity, and how can you incorporate them into your Action Plan?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>
<p><b>4.8</b> Discuss the effect of extremity growth rates on physical fitness.</p>	<p>Debrief question: <i>If you experience a growth spurt in your legs, how could that affect your running performance?</i></p>	<ul style="list-style-type: none"> <li>• SPARK Physical Activity Log</li> <li>• SPARK Action Plan</li> <li>• Jogging</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Extra</li> <li>• Extra Extra</li> <li>• Run USA</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
<b>Standard 5</b> <b>Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.</b>			
<b>5.1</b> Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.	Standard 5: Student Self-Assessment Authentic Assessment of Independent Working Skills: <ul style="list-style-type: none"> <li>• Following Directions</li> <li>• Positive Sportsmanship</li> <li>• Self-Control</li> <li>• Respect for Others</li> <li>• Helping and Encouraging Others</li> </ul> See “Extra Extra”	<ul style="list-style-type: none"> <li>• Flag Grab</li> <li>• Triangle Tag</li> <li>• Hurdle Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Aerobic Games</li> <li>• Track &amp; Field</li> </ul>
<b>5.2</b> Accept responsibility for individual improvement.		<ul style="list-style-type: none"> <li>• Sprint Start Practices</li> <li>• Bump to Self</li> <li>• Putting to Targets</li> </ul>	<ul style="list-style-type: none"> <li>• Track &amp; Field</li> <li>• Volleyball</li> <li>• Golf</li> </ul>
<b>5.3</b> Demonstrate an acceptance of differences in physical development, and personal preferences as they affect participation in physical activity.		<ul style="list-style-type: none"> <li>• Houdini Hoops</li> <li>• The Virginia Reel</li> <li>• Double Dutch Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Dance</li> <li>• Jump Rope</li> </ul>
<b>5.4</b> Evaluate the effect of expressing encouragement to others while participating in a group physical activity.		<ul style="list-style-type: none"> <li>• Bodyguards</li> <li>• Endline Hockey</li> <li>• Modified Full Court Games</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Games</li> <li>• Hockey</li> <li>• Basketball</li> </ul>

Content Standards	Assessment Strategies	Sample Activities	Unit
5.5 Identify the responsibilities of a leader in physical activity.		<ul style="list-style-type: none"> <li>• Speedball</li> <li>• Mini/Modified Volleyball Games</li> <li>• Five-Person Bat and Run Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Field Games</li> <li>• Volleyball</li> <li>• Softball</li> </ul>