

Wyoming Department of Education Required Virtual Education Course Syllabus

2201001 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	PE
Course ID	WOL- PE7F1	Grade Level	7
Course Name	WOL- Physical Education 7	# of Credits	NA
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

Physical Education 7 is a one-semester course that exposes seventh-grade students to diverse activities including rock climbing, orienteering, kickboxing, and table tennis. Course content includes multiple training methods, including cross training, plyometric training, core muscle training, and aerobic dance. Students learn about stress management exercises, including Yoga/Pilates and breathing exercises. Fitness basics are presented including target heart rate, fitness testing, and goal setting. Students learn about static and dynamic balance and about the science behind sports. Principles of strength training are covered along with safety precautions one should take when lifting weights. At the end of this course, students can perform the Presidential Physical Fitness Tests and graph their scores.

STANDARD#	WYOMING CONTENT AND PERFORMANCE STANDARDS
PE 8.1.1	Students demonstrate movement skills and patterns in a variety of activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.2	Students demonstrate critical elements of specialized manipulative skills in modified team activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.3	Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.4	Students apply tactical concepts and performance principles in modified team activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.5	Students apply tactical concepts and performance principles in individual, dual, or lifetime activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.6	Students compare and contrast skills used for different movement patterns. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.7	Students analyze critical elements of specialized skills in a variety of activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.1.8	Students analyze the use of strategies and tactics in a variety of physical activities. *(CCSS ELA-Literacy RST.6-8.3,4,9)
PE 8.2.1	Students create and monitor a personal plan using current levels of fitness and physical activity. *(CCSS ELA-Literacy

WYOMING CONTENT AND PERFORMANCE STANDARDS	
STANDARD#	
	WHST.6-8.2,4,5,6,7,8,9) (CCSS ELA-Literacy RST.6-8.3)
PE 8.2.2	Students differentiate the health benefits associated with a variety of physical activities. *(CCSS ELA-Literacy WHST.6-8.7,8,9) (CCSS ELA-Literacy RST.6-8.4)
PE. 8.2.3	Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals. *(CCSS ELA-Literacy RST.6-8.4)
PE 8.2.4	Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).
PE 8.2.5	Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy. *(CCSS ELA-Literacy WHST.6-8.4,6,7,8,9) (CCSS ELA-Literacy RST.6-8.4,8,9)
PE 8.3.1	Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
PE 8.3.2	Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
PE 8.3.3	Students engage in challenging experiences that develop confidence and independence. *(CCSS ELA-Literacy WHST.6-8.10)
PE 8.3.4	Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction. *(CCSS ELA-Literacy WHST.6-8.10)

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Fitness Testing <ul style="list-style-type: none"> Graphing your Fitness Score Setting Fitness Goals Fitness Test 	PE 8.2.1 PE 8.2.3	Students create and monitor a personal plan using current levels of fitness and physical activity. Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.
Unit 2: Workout <ul style="list-style-type: none"> Logging Activity Fitness Components Principles and Safety 	PE 8.1.1 PE 8.1.3 PE.8.1.5 PE 8.3.1	Students demonstrate movement skills and patterns in a variety of activities. Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities. Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
Unit 3: Activity and Target Heart Rate <ul style="list-style-type: none"> • Graphing Heart Rate • Target Heart Rate Zone • Principles and Safety 	PE 8.1.1 PE 8.1.3 PE.8.1.5 PE 8.2.3 PE 8.3.1	Students demonstrate movement skills and patterns in a variety of activities. Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities. Students apply tactical concepts and performance principles in individual, dual, or lifetime activities. Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals. Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
Unit 4: Breaking Down Goals <ul style="list-style-type: none"> • Creating a Goal Calendar • Implementing Your Plan • Goal Setting Discussion • Principles and Safety 	PE 8.1.3 PE.8.1.5 PE 8.2.2 PE 8.2.4 PE 8.3.1	Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities. Students apply tactical concepts and performance principles in individual, dual, or lifetime activities. Students differentiate the health benefits associated with a variety of physical activities. Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school). Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings.
Unit 5: Strength Training <ul style="list-style-type: none"> • Strength Training Chart • Strength Training Discussion • Principles and Safety 	PE 8.1.1 PE 8.1.3 PE.8.1.5 PE 8.2.2 PE 8.3.1	Students demonstrate movement skills and patterns in a variety of activities. Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities. Students apply tactical concepts and performance principles in individual, dual, or lifetime activities. Students develop and apply appropriate rules, safe practices, and procedures in physical activity settings. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 6: Static and Dynamic Balance <ul style="list-style-type: none"> • Static Balance Activities • Dynamic Balance Activities • Balance Research/Essay • Balance Discussion 	PE 8.1.1 PE 8.2.2 PE 8.3.2	Students demonstrate movement skills and patterns in a variety of activities. Students differentiate the health benefits associated with a variety of physical activities. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 7: How the Body Works <ul style="list-style-type: none"> • Equipment Lab • The Way We Move • Science Behind Sports 	PE 8.1.1	Students demonstrate movement skills and patterns in a variety of activities.

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Unit 8: Upper and Lower Body Plyometrics <ul style="list-style-type: none"> • Graphing Heart Rate • Creating a Plyometric Routine • Discussion Plyometrics 	PE 8.1.1 PE 8.2.2 PE 8.2.3 PE 8.3.2	Students demonstrate movement skills and patterns in a variety of activities. Students differentiate the health benefits associated with a variety of physical activities. Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 9: Core Muscle Routine <ul style="list-style-type: none"> • As Seen on TV – Research Paper • Core Muscle Training Discussion 	PE 8.1.1 PE 8.1.7 PE 8.2.2 PE 8.2.5 PE 8.3.2	Students demonstrate movement skills and patterns in a variety of activities. Students analyze critical elements of specialized skills in a variety of activities. Students differentiate the health benefits associated with a variety of physical activities. Students explain valid characteristics of fitness-related products, technology, and resources related to fitness literacy. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 10: Create a Kickboxing Routine <ul style="list-style-type: none"> • Kickboxing Discussion 	PE 8.1.1 PE 8.2.2 PE 8.3.2	Students demonstrate movement skills and patterns in a variety of activities. Students differentiate the health benefits associated with a variety of physical activities. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 11: Project: Aerobic Dance Routine <ul style="list-style-type: none"> • Writing: Aerobic Dance • Aerobic Dance Discussion 	PE 8.1.1 PE 8.2.2 PE 8.3.2 PE 8.3.4	Students demonstrate movement skills and patterns in a variety of activities. Students differentiate the health benefits associated with a variety of physical activities. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings. Students engage in physical activities that promote self-expression and provide opportunities for social and group interaction.
Unit 12: Yoga <ul style="list-style-type: none"> • Advanced Single Poses • Partner Poses • Discussion Yoga 	PE 8.1.1 PE 8.1.2 PE 8.2.2 PE 8.3.2	Students demonstrate movement skills and patterns in a variety of activities. Students demonstrate critical elements of specialized manipulative skills in modified team activities. Students differentiate the health benefits associated with a variety of physical activities. Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.
Unit 13: Pilates <ul style="list-style-type: none"> • Writing: Pilates and Yoga Compare and Contrast 	PE 8.1.1 PE 8.1.6	Students demonstrate movement skills and patterns in a variety of activities.

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<ul style="list-style-type: none"> • Discussion Pilates 	PE 8.2.2 PE 8.3.2	<p>Students differentiate the health benefits associated with a variety of physical activities.</p> <p>Students compare and contrast skills used for different movement patterns.</p> <p>Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>
Unit 14: Cross training Routine <ul style="list-style-type: none"> • Graphing Heart Rate • Cross Training Discussion • Principles and Safety 	PE 8.1.1 PE 8.1.3 PE 8.1.5 PE 8.2.2 PE 8.2.3 PE 8.3.2	<p>Students demonstrate movement skills and patterns in a variety of activities.</p> <p>Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.</p> <p>Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.</p> <p>Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>
Unit 15: Orienteering <ul style="list-style-type: none"> • Discussion Orienteering • Principles and Safety 	PE 8.1.1 PE 8.1.2 PE 8.1.3 PE 8.1.4 PE 8.1.5 PE 8.2.2 PE 8.3.2 PE 8.3.3	<p>Students demonstrate movement skills and patterns in a variety of activities.</p> <p>Students demonstrate critical elements of specialized manipulative skills in modified team activities.</p> <p>Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.</p> <p>Students apply tactical concepts and performance principles in modified team activities.</p> <p>Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.</p> <p>Students differentiate the health benefits associated with a variety of physical activities.</p> <p>Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Students engage in challenging experiences that develop confidence and independence.</p>
Unit 16: Climbing Commands <ul style="list-style-type: none"> • Writing: Rock Climbing Story • Discussion Rock Climbing • Principles and Safety 	PE 8.1.1 PE 8.1.2 PE 8.1.3 PE 8.1.4 PE 8.1.5 PE 8.2.2 PE 8.3.2 PE 8.3.3	<p>Students demonstrate movement skills and patterns in a variety of activities.</p> <p>Students demonstrate critical elements of specialized manipulative skills in modified team activities.</p> <p>Students demonstrate critical elements of specialized skills in modified individual, dual, or lifetime activities.</p> <p>Students apply tactical concepts and performance principles in modified team activities.</p> <p>Students apply tactical concepts and performance principles in individual, dual, or lifetime activities.</p>

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<p>Students differentiate the health benefits associated with a variety of physical activities.</p> <p>Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p> <p>Students engage in challenging experiences that develop confidence and independence.</p>
<p>Unit 17: Table Tennis Creativity</p> <ul style="list-style-type: none"> • Discussion Table Tennis 	<p>PE 8.1.1 PE 8.1.2 PE 8.1.4 PE 8.2.2 PE 8.3.2</p>	<p>Students demonstrate movement skills and patterns in a variety of activities.</p> <p>Students demonstrate critical elements of specialized manipulative skills in modified team activities.</p> <p>Students apply tactical concepts and performance principles in modified team activities.</p> <p>Students differentiate the health benefits associated with a variety of physical activities.</p> <p>Students communicate effectively with others to promote respect and conflict resolution in physical activity settings.</p>
<p>Unit 18: Final Fitness File</p> <ul style="list-style-type: none"> • Graphing Your Final Fitness Scores • Fitness Testing Goals 	<p>PE 8.1.8 PE 8.2.3 PE 8.2.4</p>	<p>Students analyze the use of strategies and tactics in a variety of physical activities.</p> <p>Students apply the principles, components, and practices of health-related fitness to improve short-term fitness goals.</p> <p>Students engage in a variety of physical activities that will enhance health-related fitness (inside and/or outside of school).</p>