

Oxford Area School District Physical Education Scope and Sequence

Grades 7-8

10.4.9

- Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
- Analyze factors that affect physical activity preferences of adolescents
- Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

10.5.9

- Describe and apply the components of skill-related fitness to movement performance.
- Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
- Identify and apply practice strategies for skill improvement.
- Identify and describe the principles of training using appropriate vocabulary.
- Analyze and apply scientific and biomechanical principles to complex movements.
- Describe and apply game strategies to complex games and physical activities.

| Physical Education Grade 7-8 | | | | |
|---|--|---|--|-------------------------------|
| Big Idea Physical Activity | | | | |
| Essential Questions How does regular physical activity help to support achievement of personal fitness and activity goals? How can participation in vigorous activity improve quality of health? How can my body respond to physical activity? What factors can motivate adolescent preferences of physical activity? How can regular participation improve motor skills? What are the behaviors that can affect the group or team during physical activity? | | | Standards 10.4.9.A 10.4.9 B 10.4.9.C 10.4.9.D 10.4.9 E 10.4.9 F | |
| Concepts | Competencies | Standards | Resources | Assessments |
| Physical activities improve personal fitness and allow for achievement in activity goals. | Analyze and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and achievement of personal activity goals. | 10.4.9. A- Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |

| | | | | |
|--|--|---|---|--------------------------------------|
| <p>Moderate to vigorous participation in physical activities improves quality of health.</p> | <p>Analyze the effects of how regular participation in moderate to vigorous physical activities can improve adolescent health.</p> | <p>10.4.9 B- Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> | <p>www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org</p> | <p>Curriculum based assessments.</p> |
| <p>Positive and negative factors can affect how the body responds to physical activity.</p> | <p>Analyze factors that affect how the body responds to physical activities such as climate, individual fitness status, cardiorespiratory fitness, muscular endurance, muscular strength, muscular flexibility and drug/substance use and abuse.</p> | <p>10.4.9 C – Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> | <p>www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org</p> | <p>Curriculum based assessments.</p> |
| <p>Various factors impact physical activity preferences during adolescence.</p> | <p>Analyze factors that affect physical activity preferences of adolescents such as social benefits, previous experience and activity confidence.</p> | <p>10.4.9 D – Analyze factors that affect physical activity preferences of adolescents.</p> | <p>www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org</p> | <p>Curriculum based assessments.</p> |

| | | | | |
|--|---|---|---|--------------------------------------|
| <p>Regular participation in physical activities can positively impact motor skill improvement</p> | <p>Analyze factors that impact the relationship between regular physical activity and motor skill improvement such as personal choice, developmental differences, amount of physical activity and authentic practice.</p> | <p>10.4.9.E – Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> | <p>www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org</p> | <p>Curriculum based assessments.</p> |
| <p>Positive and negative interactions of adolescent group members affect the outcome of physical activities.</p> | <p>Analyze how group dynamics and social pressures effect the positive and negative interaction of adolescent group members in physical activities.</p> | <p>10.4.9 F- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> | <p>www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org</p> | <p>Curriculum based assessments.</p> |
| <p>Vocabulary: moderate, vigorous, body systems, heart rate monitoring, blood pressure, individual fitness status, cardiorespiratory fitness, muscular endurance, muscular strength, drug/substance use and abuse, fitness assessment, personal interest, social experience, parental preference, personal choice, environment, climate, motor skill improvement, goal setting, positive and negative interactions, social benefits, previous experience and activity confidence leading, authentic practice , following, teamwork, etiquette, adherence to rules.</p> | | | | |

| Big Idea - Concepts, Principles and Strategies of Movement | | | | |
|--|--|--|--|-------------------------------|
| Essential Question | | | Standards | |
| <p>How can skill-related fitness components improve performance?</p> <p>How can motor skill development impact the performance of complex movement?</p> <p>What practice strategies enhance skill development?</p> <p>How can principle training influence health and skill does related fitness?</p> <p>What scientific principles enhance complex movements?</p> <p>How can game strategies affect team performance?</p> | | | <p>10.5.9,A</p> <p>10.5.9,B</p> <p>10.5.9,C</p> <p>10.5.9,D</p> <p>10.5.9,E</p> <p>10.5.9,F</p> | |
| Concepts | Competencies | Standards | Resources | Assessments |
| Components of skill-related fitness improve the quality of movement performance. | Describe and apply the components of skill-related fitness such as agility, balance, coordination, power, reaction time, speed. | 10.5.9, A – Describe and apply the components of skill-related fitness to movement performance. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |
| Motor skill development concepts positively impact the performance of complex movement. | Describe and apply concepts of motor skill development such as response selection, stages of learning a motor skill(cognitive, motor, automatic), types of skill(discrete, serial, continuous) | 10.5.9, B - Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |

| | | | | |
|---|---|---|--|-------------------------------|
| Practice strategies enhance the quality of skill development and improvement of motor skills. | Identify and apply practice strategies for skill development to enhance performance in game situations. | 10.5.9, C - Identify and apply practice strategies for skill improvement. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |
| Principles of training influence health and skill-related fitness. | Identify and describe principles of training such as specificity, overload, progression, aerobic/anaerobic, circuit/interval, repetition/set. | 10.5.9, D - Identify and describe the principles of training using appropriate vocabulary. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |
| Scientific principles enhance complex movements. | Analyze and apply scientific principles that affect basic movement and skills such as centripetal/centrifugal force, linear motion, rotary motion, friction/resistance, equilibrium, number of moving segments. | 10.5.9, E - Analyze and apply scientific and biomechanical principles to complex movements. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |
| Game strategies can positively impact the performance to complex games and physical activities. | Describe and apply game strategies such as offensive strategies, defensive strategies, time management. | 10.5.9, F - Describe and apply game strategies to complex games and physical activities. | www.pecentral.org www.peuniverse.com www.shapeamerica.org www.sparkpe.org | Curriculum based assessments. |

Vocabulary: movement skills, movement sequences, transfer between skills, relevant cues, feedback, movement efficiency, product, outcome/ results, practice, skill development, components of health related and skill related fitness, cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition, static/dynamic balance, levers, flight, game strategies, give and go, one on one, peer communication, balance, continuous, cool down, form, intensity, interval training, motor skills, physical activity, physical fitness, principles of exercise, principles of training, agility, balance, coordination, power, reaction time, speed, specificity, overload, progression, aerobic/anaerobic, circuit/interval, repetition/set, centripetal/centrifugal force, linear motion, rotary motion, friction/resistance, equilibrium, offensive strategies, defensive strategies, time management.