

Grade Seven

Seventh-grade students are moving through a critical stage in their development as they become concerned with the changes occurring in their bodies. Accelerated physical development is marked by increases in height, weight, heart size, lung capacity, and muscular strength. The head, hands, and feet of an adolescent attain mature size before the legs, which attain their full length before arms. This uneven muscle and bone development often results in lack of coordination and awkwardness, leading to temporary disruptions or brief regressions in motor skills performance.

Seventh-grade students are beginning the transition from the concrete stage to the abstract stage in their cognitive development. This transition provides the capacity for abstract thinking and metacognition (ability to know what one knows). Students are better able to anticipate future events and to formulate goals to address those situations. They are gaining additional insight into sources of previously unquestioned attitudes, behaviors, and values. Seventh-grade students are capable of demonstrating and analyzing more complex movement patterns and strategies. They possess a greater knowledge of fitness and are capable of creating weeklong personal fitness plans designed to improve their current level of health-related physical fitness.

Seventh-grade students are becoming more independent of their parents and increasingly dependent on the approval of their peers. Some students become rebellious toward parents because they want to make decisions for themselves. They like to experience challenges and test their limits. Physical education provides these students with challenging activities in a safe and controlled environment. It is not unusual for students in this age group to display erratic and inconsistent behavior. They are experiencing chemical and hormonal imbalances, which can lead to moodiness, anger, and an acute sensitivity to criticism. However, these students are increasingly able to solve problems and resolve conflicts within a group setting. They are also more likely to express an appreciation for cooperation and fair play as they adhere to group rules. A well-planned physical education program takes into account the importance of the transition from sixth to eighth grade and the rapid physical, social, and emotional changes occurring at this level.

At a Glance

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

In sixth grade students were given the opportunity to practice specialized sport skills, such as dribbling and the forearm pass. Seventh grade allows students the opportunity to refine those skills. Through individual and



dual activities, adventure/outdoor activities, combative activities, and track and field activities, students have a chance to practice body management and locomotor, nonlocomotor, and specialized sport skills. Rhythm activities include dances from cultures around the world to help students develop greater understanding and acceptance of their own and others' heritages.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and specialized sport skills taught in seventh grade. For efficient instruction, teachers develop lessons that address Standards 1 and 2 simultaneously when appropriate. For example, Standard 2.6 states, "Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities" and links to Standard 1.4, which states, "Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities." Several instructional units for this grade level focus on individual and dual physical activities. During these units, the teacher provides instruction on the basic offensive and defensive strategies. The students practice the strategies and then diagram them, thus addressing standards under both Overarching Standards 1 and 2.

By the end of seventh grade, students can identify and describe the key elements in a variety of movement patterns. They are also able to analyze movement patterns, detect and correct errors in performance, and chart their own motor skill development in specific activities. Students learn that practicing skills as a whole and practicing skills in parts are appropriate in different learning situations.

In the sixth grade, students developed a cooperative game and taught the game to another person. In grade seven students extend this knowledge by creating an individual or dual game using manipulative skills, offensive and defensive strategies, and a scoring system.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Seventh graders continue to perform moderate to vigorous physical activities a minimum of four days each week for increasing periods of time. They also continue to assess their own health-related physical fitness and compare themselves with minimum fitness competencies. With this

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information they develop goals and plan and implement a weekly personal fitness program. Throughout the school year, the students, with assistance from their teacher, revise their fitness programs as their fitness needs change.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, students create fitness plans. These fitness plans specify proper warm-up and cool-down techniques, apply the principles of exercise for each component of health-related fitness, and allow students to select activities that they prefer. Seventh-grade students also have an understanding of the effects on heart rate during exercise, immediately following exercise (recovery phase), and while at rest. They can describe the relationship between physical activity and nutrition necessary to achieve a desired level of physical fitness.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Seventh-graders accept greater responsibility for their own improvement and demonstrate greater acceptance of individuals who are different. They can identify appropriate and inappropriate risks involved in the physical activities they are learning. They also understand the role and responsibilities of the leader and see the value of encouraging others during physical activity.

Grade Seven *Physical Education* *Model Content Standards*

Chapter 3
Standards-Based
Physical Education:
Grades Six
Through Eight

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Rhythmic Skills

- 1.2 Perform multicultural dances.

Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.

Movement Concepts

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

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Combination of Movement Patterns and Skills

- 2.7 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.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

- 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.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 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.
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.
- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
- 5.5 Identify the responsibilities of a leader in physical activity.