

DOWNEY UNIFIED SCHOOL DISTRICT  
Middle School Course Outline

**Course Title:** Physical Education

**Grade Level:** 7

**Prerequisites:** None

**Course Description:**

The aim of physical education is to promote total physical fitness through selected activities designed to meet the developmental characteristics and needs of each student. The Physical Education Department will offer activities and experiences leading to the social, mental, emotional, and physical development of the individual student.

As students in grade 7 gain confidence in their athletic abilities, they take on new challenges and become more willing to take risks to accomplish physical education objectives. Students will set personal goals for improvement related to health fitness and performance skills.

*Emphasis at Grade 7: Meeting challenges and making decisions.*

**PROGRAM GOALS**

Physical Activity - To develop interest and proficiency in movement skills to lifelong participation in physical activity.

Physical Fitness and Wellness - To develop and maintain the highest level of physical fitness and wellness necessary to meet the demands of high-level physical performance during work, play, and emergency situations.

Movement Skill and Movement Knowledge - To develop increasingly effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement.

Social Development and Interaction - To develop appropriate social behaviors by working independently and cooperatively during planned physical activity.

Positive Self-Image - To develop and maintain a positive self-image through planned physical activities.

**Student Performance**

Objectives for this

Course:

*PHYSICAL ACTIVITY*

Students will

1. participate in a wide variety of grade-level appropriate activities.
2. explain the history and rules for the various sport activities in which students participate.

## **Physical Education - continued**

### *PHYSICAL FITNESS AND WELLNESS*

Students will

1. demonstrate 7th grade minimum standards for the 1/2 mile, mile, sit-up, pull-up, and sit and reach, and skinfolds (optional).
2. calculate target heart rate.
3. state an example of an exercise for each fitness component.
4. demonstrate knowledge of a healthy diet as it relates to body composition.
5. identify proper warm-up, conditioning, and cool-down techniques, as they pertain to the prevention and care of injuries.

### *MOVEMENT SKILL AND MOVEMENT KNOWLEDGE*

Students will

1. demonstrate and explain the skills listed under each sport instructional unit.
2. observe safe practices during athletic participation.

### *SOCIAL DEVELOPMENT AND INTERACTION*

Students will

1. work in groups to plan activities or routines with minimum conflict.

### *SELF-IMAGE*

Students will

1. demonstrate a positive self-image through proper dress, respect for self, respect for others and respect for property.

## Physical Education - continued

### Instructional Strategies

- Directed lessons
- Lectures
- Skills checklists/rubrics
- Study guides
- Journals/self-check lists
- Progress charts
- Cooperative learning/student-centered lessons
- Computer utility programs
- Demonstrations
- Performances
- Audio-visual materials
- Portfolios
- Games and strategies

### Instructional Units

<u>Weeks</u>	<u>Unit</u>
3-4	Beginning Soccer
3-4	Beginning Volleyball
3-4	Beginning Basketball
3-4	Beginning Flag Football
3-4	Beginning Softball
2-3	Individual Sport Units <ul style="list-style-type: none"><li>a. Track and Field</li><li>b. Archery</li><li>c. Weight Training</li><li>d. Fitness</li><li>e. Gymnastics</li></ul>
2-3	Combative Units <ul style="list-style-type: none"><li>a. Wrestling</li><li>b. Introduction to Self-Defense</li></ul>

## Physical Education - continued

### Instructional Units - continued

<u>Weeks</u>	<u>Unit</u>
2-3	Recreational Units a. Court Hockey b. Frisbee c. Paddle Tennis d. Croquet e. Badminton f. Cricket g. Horseshoes h. Jai Lai i. Shuffleboard j. Golf k. Hackeysack l. Juggling
2-3	Dance Unit
1-2	Health Unit a. Nutrition b. Fitness c. Drug, Alcohol, and Substance Abuse
1-2	Cooperative Games Unit a. Project Adventure
1-2	Field and Large Group Games

### Evaluation

Student progress will be evaluated by:

- Class participation
- Student performance
- Class preparation
- Teacher evaluation
- Teacher observation
- Written tests
- Skills test
- Oral tests (for evaluation of LEP, special education students)
- Homework
- Contracts
- Improvement (pre- and post-testing)
- Student portfolios

**Course Title:** Basketball  
**Grade Level:** 7  
**Prerequisites:** None  
**Course Description:**

**Student Performance**

Objectives for this  
Course:

Students will

1. discuss the basic history of basketball.
2. describe the basic rules concerning the skills of basketball.
3. demonstrate the various skills and techniques including passing, dribbling, shooting, rebounding, cutting, driving, and individual defense.
4. verbally use and define the basic terminology associated with the game.

## **Basketball - continued**

### **Instructional Strategies**

### **Instructional Units**

#### WeeksUnit

- A. Brief history of the game
- B. Conditioning aspects
  - a. Proper stretching
  - b. Drills
- C. Basic game concepts
  - a. Court lay-out
  - b. Equipment
  - c. Safety
- D. Basic rules of the skills, discuss when appropriate
- E. Review the beginners unit
- F. Fundamental skills: teach in sequence when possible.
  - a. Passing - one-hand bounce, overhead, baseball
  - b. Dribbling - high speed, low control
  - c. Shooting - one-handed set, lay-up, free-throw
  - d. Rebounding - position, jumping
- G. Individual offense
  - a. Cutting, V-cut
  - b. Driving
- H. Individual defense
  - a. Basic stance and movement
  - b. Guarding a player with the ball
- I. Mini games
  - a. 1 on 1, 2 on 2, 3 on 3
  - b. Horse, sideline basketball, tri-point shooting
- J. Terminology
- K. Rules: traveling, double-dribbling, scoring, unsportsmanlike conduct (hacking, charge, hold)

## **Basketball - continued**

### **Evaluation**

Student progress will be evaluated by:

Written quiz

Skills test

Teacher observation

Social skills

### **Materials and Resources**

**Course Title:** Volleyball  
**Grade Level:** 7  
**Prerequisites:** None  
**Course Description:**

**Student Performance  
Objectives for this  
Course:**

Students will

1. discuss the basic history of volleyball.
2. describe the rules concerning the skills of volleyball.
3. demonstrate the various skills and techniques of volleyball including:  
overhand/underhead serving, overhead pass, dink, and court rotation.
4. verbally use and define the basic terminology associated with the game of volleyball.
5. demonstrate proper safety techniques during volleyball unit.

## Volleyball - continued

### Instructional Strategies

### Instructional Units

Weeks

Unit

- A. Brief History of Volleyball
- B. Conditioning Aspects of Volleyball
  - a. Stretching
  - b. Drills
- C. Basic Game Concepts
  - a. Court and rotation
  - b. Equipment
  - c. Safety
- D. Basic Rules of the Skills (discuss when appropriate)
- E. Review of Beginners Unit
- F. Fundamental Skills (teach in sequence when possible)
  - a. Overhead pass
  - b. Overhead serve
  - c. Dink
  - d. Court rotation
- G. Drills on Skills
- H. Mini-Games
- I. Terminology
  - a. Dink
  - b. Overhead pass
  - c. Rotation
  - d. Serve
  - e. Set
  - f. Side out

**Course Title:** Soccer  
**Grade Level:** 7  
**Prerequisites:** None  
**Course Description:**

**Student Performance  
Objectives for this  
Course:**

Students will

1. identify and demonstrate the basic rules governing the skills in which the students will participate.
2. discuss the history of soccer in brief.
3. practice appropriate safety precautions.
4. demonstrate a proficiency in the following skills: passing, tackling, running, throw-in, goalkeeping, heading.
5. verbally use and define the basic terminology associated with the game of soccer.

## Soccer - continued

### Instructional Strategies

### Instructional Units

Weeks

Unit

- A. Nature and Purpose of Soccer (Overview)
- B. Conditioning Aspects - planned drills and exercises related to movements of soccer
- C. Basic Game Concepts
  - a. Field of play
  - b. Equipment
  - c. Safety
  - d. Playing etiquette
- D. Rules (governing the skills)
- E. Skills and Techniques
  - a. Passing
  - b. Tackling
  - c. Heading
  - d. Goalkeeping
  - e. Running throw-in
- F. Modified Games and Lead-Up Games - to be used to reinforce skills taught

### Evaluation

Student progress will be evaluated by:

Written quiz

Skills proficiency test

Teacher observation through group peer teaching

## Soccer - continued

### **Nature/Purpose**

Soccer is played by eleven players from each team. The game starts at midfield with a free kick called the kick-off as each team is in its own half of the field. The offensive objectives are to maintain possession of the ball, keep the ball wide until near the goal, and then get the ball in front of the opponent's goal where a player can propel it between the uprights, beneath the crossbar and completely across the goal line for a score. The ball may be propelled with any part of the body except the hands and arms; however, the foot, body, and head are the main parts of the body used.

The defense's main objectives are to contain the opponents and the ball, forcing excessive passes, mark (guard) opponents in scoring position, tackle the opponent, taking the ball away whenever possible, funnel the ball to the middle of the field toward their own goal, and concentrate in front of their goal when the ball is in scoring position. The goalkeeper provides great assistance to the defense by being allowed to use the hands to contact the ball; and he also attempts to clear the ball away from the scoring area by throwing, punting, or drop-kicking it.

Systems of play are composed of attackers (strikers/wings/forwards) midfielder (linkmen/halfbacks) and defenders (stoppers/sweeper/fullbacks). The attacker's primary contribution to the system is scoring. The midfielder support the offense and are the first line of defense. The defenders support the midfielders and are the last line of defense. The defenders primary objective is defending against the opponents attack. systems are numbered from the defenders forward example (4-2-4) depending upon the number of players comprising each of the three lines excluding the goalkeeper.

The game is continuous with no timeouts allowed, and time is stopped only for an injury, a temporary suspension of play by the official, the end of a period, or a score.

The players use basic skills of kicking, trapping, dribbling, heading, tackling, and throwing (where allowable) to propel or control the ball. The game is low scoring due to the difficulty of executing the skills, plus the nature of some rules.

## **Soccer - continued**

### Basic Game Concepts

#### Field of Play:

## **Rules**

Physical Contact: Body contact is allowed, but must not be violent or dangerous. It must be shoulder -to-shoulder, upright and one foot on the ground.

Throw-in: Must be taken in from where it went out of play. It is thrown equally with both hands on the side of the ball from a point behind the head and thrown directly over the head. Both feet must remain on the ground during the throw-in and be in contact with the sideline or outside the field of play.

## Soccer - continued

### Rules - continued

Fouls:

1. Handling - Ball may not touch the hands or arms. This includes the goalkeeper when outside the penalty area.
2. Illegal Contact - Holding, striking, pushing, jumping, kicking, tripping an opponent is illegal.
3. Unsportsmanlike Conduct - For persistent infringement of the rules.
4. Dangerous Play - Raising the foot too high or head too low while attempting to play the ball.

**Course Title:** Flag Football  
**Grade Level:** 7  
**Prerequisites:** None  
**Course Description:**

**Student Performance Objectives for this Course:**

Students will

1. identify and demonstrate the basic rules governing the skills in which the students will participate.
2. discuss the history of flag football in brief.
3. practice appropriate safety precautions.
4. demonstrate a proficiency in the following skills: gripping, passing, catching, centering the ball, accepting a handoff, pulling flags, running and dodging with the ball, (5) different pass patterns, employ proper stance.
5. verbally use and define the basic terminology associated with the game of football.

## Flag Football - continued

### Instructional Strategies

### Instructional Units

Weeks

Unit

- A. Nature and Purpose of Flag Football
- B. Conditioning Aspects - planned drills and exercises related to movements of flag football
- C. Basic Game Concepts
  - a. Field of play
  - b. Equipment
  - c. Safety
  - d. Playing courtesies
- D. Rules - governing the skills
- E. Skills and Techniques
  - a. 3 point stance
  - b. Ball carrying
  - c. Passing and receiving (pass patterns - 5)
  - d. Flag pulling
  - e. Direct snap, long snap
  - f. Gripping
- F. Modified Games and Lead-Up Games - to be used to reinforce skills taught

### Evaluation

Student progress will be evaluated by:

- Written quiz
- Skills proficiency test
- Teacher observation through group peer teaching