

Secondary PE Department Philosophy Statement

The Waukee Physical Education program seeks to empower all students to participate in regular, lifelong physical activity to create a foundation for a healthy, productive, and fulfilling life.

| | Progress Report Statements | Associated Essential Objectives |
|----------|--|---|
| 1 | Demonstrates offensive skills in games and sports | S1:D5.7 Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (S1.M5.7) S2.A2.7 Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go (S2.M2.7) S2.A3.7 Creates open space by staying spread on offense, and cutting and passing quickly (S2.M3.7) |
| 2 | Demonstrates the ability to move safely and efficiently in a physical activity setting | S2.A1.7 Reduces open space by using locomotor movements (e.g. walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal) (S2.M1.7) |
| 3 | Demonstrates the ability to transition between offense and defense in games and sports | S2.A6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (S2.M6.7) |
| 4 | Sets, monitors, and adjusts personal fitness goals based on current fitness level | S3:C2.7 Adjusts physical activity based on quantity of exercise needed for (a minimal health standard and/or) optimal functioning based on current fitness level (S3.M8.7) S3:D1.7 Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment (S3.M15.7) |
| 5 | Demonstrates respect for self and others in the physical education setting | S5:D1.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (S5.M6.7) |

WCSD Physical Education Curriculum
7th Grade PE Progress Report Statements



Progress Report Statement #1:

Demonstrates offensive skills in games and sports

Essential Outcomes

STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns

- S1:D5.7 Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (S1.M5.7)

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A2.7 Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go (S2.M2.7)
- S2.A3.7 Creates open space by staying spread on offense, and cutting and passing quickly (S2.M3.7)

Students should KNOW...

- Open space
- Pass
- Pivot
- Fake
- Give and go
- Cutting
- Jab Steps

Students should UNDERSTAND...

- Difference between in bounds and out of bounds
- Offense and Defense
- Guarding Space
- Strategies and tactics appropriate for various games and sports

Students should DO...

- Uses multiple offensive tactics to get open during games and sports
- Moves within the defined boundaries of each game or activity

| Exceeds | Secure | Developing | Beginning |
|--|---|--|---|
| In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard. | I can consistently and effectively use multiple offensive tactics to get open (examples: pass, pivot, fake, give and go, cut) AND I can consistently move within a boundary in a game setting | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |

WCSD Physical Education Curriculum
7th Grade PE Progress Report Statements



Progress Report Statement #2:

Demonstrates the ability to move safely and efficiently in a physical activity setting

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A1.7 Reduces open space by using locomotor movements (e.g. walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal) (S2.M1.7)

Students should KNOW...

- Locomotor movements
- Starting and stopping
- Agility

Students should UNDERSTAND...

- Pacing
- How agility (change of speed and/or direction) impacts movement and performance
- Spatial awareness
- When to open or reduce space within a physical activity

Students should DO...

- Safely and efficiently move in a variety of spaces
- Move to reduce space by using locomotor skills in combination with movement

| Exceeds | Secure | Developing | Beginning |
|---|---|---|--|
| <p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p> | <p>I can safely and efficiently move in a variety of spaces most of the time AND I can move to <u>reduce</u> spaces by using locomotor skills in combination with movement (defensive tactic)</p> | <p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p> | <p>I show little understanding of the concept and / or significant teacher support is needed</p> |

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Progress Report Statement #3:

Demonstrates the ability to transition between offense and defense in games and sports

Essential Outcomes

STANDARD 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

- S2.A6.7 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates (S2.M6.7)

Students should KNOW...

- Offense
- Defense
- Tactic
- Verbal and non-verbal communication strategies

Students should UNDERSTAND...

- Differences between offense and defense for a variety of games and activities
- When to transition from offense to defense
- When to transition from defense to offense
- Appropriate verbal and non-verbal communication strategies within an activity
- Awareness of space and participants

Students should DO...

- Quick transition from offense to defense
- Quick transition from defense to offense
- Communicate effectively with teammates

| Exceeds | Secure | Developing | Beginning |
|---|---|---|--|
| <p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p> | <p>I can quickly transition from offense to defense AND I can quickly transition from defense to offense AND I can decide when to transition by communicating effectively with my teammates</p> | <p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p> | <p>I show little understanding of the concept and / or significant teacher support is needed</p> |

Progress Report Statement #4:

Sets goals, monitors progress, makes adjustments, and maintains or enhances personal fitness based on current fitness level

Essential Outcomes

STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- S3:C2.7 Adjusts physical activity based on quantity of exercise needed for (a minimal health standard and/or) optimal functioning based on current fitness level (S3.M8.7)
- S3:D1.7 Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment (S3.M15.7)

Students should KNOW...

- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility

Students should UNDERSTAND...

- Cardiovascular endurance, muscular strength, muscular endurance & flexibility are all health-related fitness components
- Which exercises relate to which health-related fitness component
- Growth mindset enhances personal fitness progress
- Personal fitness levels including strengths and weaknesses
- Helpful emotions about a task impact the potential for success (optimal functioning)

Students should DO...

- Set individually-engaging personal fitness goals using a common form
- Monitor personal fitness goals
- Adjust personal fitness goals
- Enhances or maintains personal fitness level

| Exceeds | Secure | Developing | Beginning |
|--|--|--|---|
| In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard. | I can set, monitor, and adjust two personal fitness goals that interest or excite me AND I can enhance or maintain my personal fitness level | I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding | I show little understanding of the concept and / or significant teacher support is needed |

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Progress Report Statement #5:

Demonstrates respect for self and others in the physical education setting

Essential Outcomes

STANDARD 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- S5:D1.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates (S5.M6.7)

Students should KNOW...

- Respect
- Sportsmanship
- Teamwork
- Rules of activities
- Fair play

Students should UNDERSTAND...

- How following the outlined rules for each activity or game creates a successful experience for all
- How individual and collective actions contribute to the environments
- The experience is more important than the outcome
- Different strategies to resolve conflict (rock-paper-scissors, replay, etc)
- Participants have ability differences so experiences should be designed to uphold fair play

Students should DO...

- Be respectful of skill and ability differences
- Encourage and support all
- Monitor personal and collective actions
- Self regulate during a game or activity
- Resolve conflict during a game or activity
- Demonstrate good sportsmanship regardless of the outcome

| Exceeds | Secure | Developing | Beginning |
|---|---|---|--|
| <p>In addition to secure content, in-depth inferences and applications go beyond grade level understanding for the targeted standard.</p> | <p>I am respectful and supportive of the skill and ability of others AND I can contribute to a positive environment through individual and collective action AND I can demonstrate good sportsmanship regardless of the outcome</p> | <p>I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding</p> | <p>I show little understanding of the concept and / or significant teacher support is needed</p> |