

Grade 7

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

- 1 Dance and rhythms: Demonstrate correct rhythm and pattern for a different dance form from among folk, social, creative, line, or world dance. S1.1.7**

- 2 Games & sports. Invasion and field games – Throwing: Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment. S1.2.7**

- 3 Catching: Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. S1.3.7**

- 4 Games & sports. Invasion games – Passing and Receiving: Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball. S1.4.7**

- 5 Passing and Receiving: Throws, while moving, a leading pass to a moving receiver. S1.5.7**

- 6 Offensive skills: Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps. S1.6.7**

- 7 Offensive skills: Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes. S1.7.7**

- 8 Dribbling/Ball Control: Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks. S1.8.7**

- 9 Dribbling/Ball Control: Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks. S1.9.7**

- 10 Shooting on goal: Shoots on goal with power and accuracy in small-sided game-play. S1.10.7**

- 11 Defensive Skills: Slides in all directions while on defense without crossing feet. S1.11.7**

- 12 Games and sports. Net/Wall Games Serving: Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball. S1.12.7**

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- 13 Striking: Strikes with a mature overhand pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton, or tennis.** S1.13.7
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- 14 Forehand and backhand: Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.** S1.14.7
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- 15 Weight Transfer: Transfers weight with correct timing using low-to-high striking pattern with a shorthanded implement on the forehand side.** S1.15.7
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- 16 Volley: Forehand and backhand volleys with a mature form and control using a short-handled implement.** S1.16.7
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- 17 Two handed volley: Two-hand-volleys with control in a dynamic environment.** S1.17.7
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- 18 Games and sports. Target Games: Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes.** S1.18.7
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- 19 Striking: Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard, or golf.** S1.19.7
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- 20 Games and Sports. Fielding/striding games –Striking: Strikes a pitched ball with an implement to open space in a variety of practice tasks.** S1.20.7
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- 21 Catching: Catches, with a mature pattern, from different trajectories using a variety of objects in smallsided game play.** S1.21.7
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- 22 Outdoor pursuits: Demonstrates correct technique for a variety of skills in 1 self-selected outdoor activity.** S1.22.7
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- 24 Individual-performance activities: Demonstrates correct technique for a variety of skills in 1 self-selected individualperformance activity.** S1.24.7
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- 25 : Apply knowledge of limited critical elements of safe water entry and exit in controlled settings.** S1.25.7
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- 26 : Apply knowledge of limited critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.** S1.26.7
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- 27 : Apply knowledge of limited critical elements of assisting a distressed swimmer in controlled settings. (** S1.27.7
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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.: . .

- 1 Games and Sports. Invasion Games Creating space with movement: 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 space, reducing distance between player and goal).** S2.1.7

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- 2 Creating space with offensive tactics: Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots, and fakes; give and go.** S2.2.7

 - 3 Creating space using width and length: Creates open space by staying spread on offense and cutting and passing quickly.** S2.3.7

 - 4 Games and Sports. Invasion Games-Reducing space by changing size and shape: Reduces open space on defense by staying close to the opponent as he/she nears the goal.** S2.4.7

 - 5 Reducing space using denial: Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.** S2.5.7

 - 6 Transitions: Transitions from offense to defense or defense to offense by recovering quickly and communicating with team-mates.** S2.6.7

 - 7 Games and Sports. Net/Wall games - Creating Space through variation: Creates open space in net/wall games with a long-handled implement by varying force and direction and moving opponent from side to side.** S2.7.7

 - 8 Using tactics and shots: Selects offensive shot based on opponent's location (hit where opponent is not).** S2.8.7

 - 9 Games and Sports. Target games -Shot selection: Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.** S2.9.7

 - 10 Games and sports. Fielding and Striking games- Offensive strategies: Uses a variety of shots (e.g. slap & run, bunt, line drive, high arc) to hit to open space.** S2.10.7

 - 11 Reducing space: Selects the correct defensive play based on the situation (e.g. number of outs).** S2.11.7

 - 12 Individual-performance activities, dance and rhythms- Movement concepts: Identifies and applies Newton's law of motion to various dance or movement activities.** S2.12.7

 - 13 Outdoor Pursuits -Movement concepts: Analyzes the situation and makes adjustments to ensure the safety of self and others.** S2.13.7
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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.: . .

- 1 Physical activity knowledge: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.** S3.1.7

- 2 Engages in physical activity: Participates in a physical activity twice a week outside of physical education class.** S3.2.7

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- 3 Engages in physical activity: Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body-weight training, and light free-weight training. S3.3.7**
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- 4 Engages in physical activity: Participates in a variety of strength- and endurance-fitness activities such as weight or resistance training. S3.4.7**
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- 5 Engages in physical activity: Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities. S3.5.7**
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- 6 Fitness knowledge: Participates in moderate to vigorous muscle and bone-strengthening physical activity at least 3 times per week. S3.6.7**
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- 7 Fitness knowledge: Distinguishes between health-related and skill-related fitness. S3.7.7**
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- 8 Fitness knowledge: Adjusts physical activity based on quantity of exercise needed for minimal health standards and/or optimal functioning based on current fitness level. S3.8.7**
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- 9 Fitness knowledge: Describes and demonstrates the difference between dynamic and static stretches. S3.9.7**
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- 10 Fitness knowledge: Describes the role of exercise and nutrition in weight management. S3.10.7**
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- 11 Fitness knowledge: Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. S3.11.7**
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- 12 Fitness knowledge: Designs a warm-up and cool-down regimen for a self-selected physical activity. S3.12.7**
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- 13 Fitness knowledge: Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. S3.13.7**
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- 14 Fitness knowledge: Describes how muscles pull on bones to create movement in pairs by relaxing and contracting. S3.14.7**
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- 15 Assessment and program planning: Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment. S3.15.7**
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- 16 Assessment and program planning: Maintains a physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log. S3.16.7**
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- 17 Nutrition: Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity. S3.17.7**

18 Stress Management: Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. S3.18.7

Exhibits responsible personal and social behavior that respects self and others.: . .

1 Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. S4.1.7

2 Personal responsibility: Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. S4.2.7

3 Accepting feedback: Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills. S4.3.7

4 Working with others: Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts. S4.4.7

5 Working with others: Problem solves with a small group of classmates during adventure activities, smallgroup initiatives, or game play. S4.5.7

6 Rules and etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. S4.6.7

7 Safety: Independently uses physical activity and exercise equipment appropriately and safely. S4.7.7

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

1 Health: Identifies different types of physical activities and describes how each exerts a positive impact on health. S5.1.7

2 Health: Identifies positive mental and emotional aspects of participating in a variety of physical activities. S5.2.7

3 Challenge: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. S5.3.7

4 Self-expression and enjoyment: Identifies why self-selected physical activities create enjoyment. S5.4.7

5 Self-expression and enjoyment: Explains the relationship between selfexpression and lifelong enjoyment through physical activity. S5.5.7

6 Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. S5.6.7