

# Grades 6, 7, 8

Adopted 2005

**Engages in a physically active lifestyle.**

- a. Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests.**

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- b. Set personal physical activity goals.**

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- c. Identify long-term benefits that may result from regular participation in physical activity.**

**Achieves and maintains a health enhancing level of physical fitness.**

- a. Participate in daily health-enhancing physical activities.**

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- b. Design a comprehensive personal fitness plan (goals, strategies, timeline) based upon fitness assessment results.**

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- c. Identify effects of activity on stress levels.**

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- d. Use personal fitness assessment data to enhance his/her understanding of fitness.**

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- e. Identify health-related fitness components inherent in various activities.**

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- f. Show improvement in all components of health-related fitness.**

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- g. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.**

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- h. Participate in formal physical fitness assessment.**

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- i. Use a beginning level of technology to analyze, assess and improve one's fitness level.**

**Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities (psychomotor).**

- a. Combine and refine fundamental motor skills to competently participate in a variety of physical activities.**

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- b. Apply fundamental and complex motor skills in a variety of physical activities.**

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- c. Demonstrate use of strategies and tactics within a variety of physical activities.**

**Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities**

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- a. Use a movement vocabulary when describing motor skill performance.**

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- b. Describe critical elements of complex motor skills.**

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- c. Analyze the use of movement concepts during motor skill performance.**

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- d. Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding.**

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- e. Identify when, why, and how to use strategies and tactics within game play.**

**Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction**

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- a. Identify the value of personally participating in physical activities.**

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- b. Articulate the various roles of group members.**

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- c. Reflect on personal role(s) within a group.**

**Exhibits responsible personal and social behavior that respects self and others in physical activity settings**

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- a. Accept responsibility for being part of a group by contributing toward group success.**

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- b. Participate productively in both cooperative and competitive group activities.**

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- c. Identify, follow and when appropriate, create safety guidelines for participation in activities.**

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- d. Demonstrate responsible behavior in physical activity settings.**

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- e. Discuss the difference between ethical and unethical behavior in physical activity settings.**

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- f. Demonstrate ethical behavior in physical activity settings.**

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- g. Accept the existence of individual uniqueness in physical activity settings.**

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- h. Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors.**

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- i. Display sensitivity toward others in physical activity settings.**

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- j. Develop strategies for including others in physical activity settings.**

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- k. Resolve conflicts and accept decisions of judgment in socially acceptable ways.**