

Grades 6, 7, 8

Adopted 2010

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Demonstrates basic and specialized skills, as well as applies those skills tactically, in increasingly complex environments and in combination with other skills.

- A. Achieves skill development in modified sport, dance, gymnastics, and outdoor activities.
 - 1:3:A1. Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through). 1:3:A1
 - 1:3:A2. Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer). 1:3:A2
 - 1:3:A3. Demonstrates correct alignment in form in a target sport (e.g., archery, golf, curling, etc.) to control direction. 1:3:A3
 - 1:3:A4. Designs and performs dance (or gymnastic) sequences that combine traveling, rolling, balancing, and weight transfer into a smooth, flowing sequence with intentional changes in direction, speed, and flow. 1:3:A4
 - 1:3:A5. Demonstrates the ability to do a one-foot glide and controlled stop while rollerblading. 1:3:A5
 - 1:3:A6. Demonstrates correct balance techniques (e.g., static and dynamic) in a variety of activities (yoga, Pilates, gymnastics, cooperative activities, etc.). 1:3:A6
 - 1:3:A7. Demonstrates use of technology (e.g., compass and GPS) in outdoor pursuits such as hiking, backpacking, and snowshoeing. 1:3:A7
 - B. Applies skill application to successful use of skills and sports tactics.
 - 1:3:B1. Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc.). 1:3:B1
 - 1:3:B2. Demonstrates correct application of force to control distance of object in a target sport (e.g., golf putt, curling, etc.). 1:3:B2
 - 1:3:B3. Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.). 1:3:B3
 - 1:3:B4. Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage. 1:3:B4
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Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Applies cognitive understanding to improve motor skill development and performance.

A. Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.

2:3:A1. Selects appropriate practice procedures to learn and master skills and movement patterns. **2:3:A1**

2:3:A2. Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.) and how they improve fitness and performance. **2:3:A2**

2:3:A3. Identifies proper warm-up and cool down procedures as they affect performance and injury prevention. **2:3:A3**

2:3:A4. Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.). **2:3:A4**

2:3:A5. Detects and corrects errors in alignment in target sports (e.g., archery, golf) based on knowledge of results. **2:3:A5**

2:3:A6. Explains force application and how it affects flight path of object. **2:3:A6**

2:3:A7. Devises and performs a skill after explaining the significance of a biomechanical principle that enhances performance. **2:3:A7**

B. Applies cognitive understanding and application to game play as it relates to strategies and tactics.

2:3:B1. Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.). **2:3:B1**

2:3:B2. Explains at least two game tactics involved in invasion sports (e.g., soccer, basketball, handball, etc.). **2:3:B2**

2:3:B3. Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar. **2:3:B3**

2:3:B4. Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support. **2:3:B4**

Participates regularly in physical activity.

Develops and implements an individual physical activity plan.

- A. Plans for physical activity based on personal goals and interests.
 - 3:3:A1. Completes a survey to determine personal interests and increase awareness of a broad range of opportunities existing within the community. 3:3:A1
 - 3:3:A2. Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results. 3:3:A2
 - 3:3:A3. Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines. 3:3:A3
 - B. Participates regularly in moderate to vigorous physical activity in and out of school.
 - 3:3:B1. Maintains a pedometer log for a minimum of two weekdays and one weekend day. 3:3:B1
 - 3:3:B2. Maintains a physical activity log documenting progress toward attaining their personal goals. 3:3:B2
 - 3:3:B3. Documents practice time as specified by their physical education teacher. 3:3:B3
 - 3:3:B4. Regulates physical activity behavior by using appropriate practice procedures and training principles. 3:3:B4
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Achieves and maintains a health enhancing level of physical fitness.

Acquires and applies knowledge of the fitness components for overall fitness.

A. Acquires and applies fitness knowledge.

4:3:A1. Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied. **4:3:A1**

4:3:A2. Explains the FITT guidelines as they apply to a training program (e.g., frequency, intensity, time, and type of exercise). **4:3:A2**

4:3:A3. Defines health-related fitness terminology (e.g., physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, flexibility). **4:3:A3**

4:3:A4. Performs physical fitness test with correct form and/or technique. **4:3:A4**

4:3:A5. Formulates meaningful personal fitness goals based on fitness test results. **4:3:A5**

4:3:A6. Develops, with teacher assistance, an individual plan for improving fitness levels. **4:3:A6**

4:3:A7. States the differences between moderate and vigorous physical activity as it relates to perceived exertion. **4:3:A7**

4:3:A8. Demonstrates knowledge of current guidelines for physical activity (60 minutes daily). **4:3:A8**

4:3:A9. Demonstrates knowledge of all major muscle groups. **4:3:A9**

B. Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility.

4:3:B1. Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school. **4:3:B1**

4:3:B2. Documents individual physical activity in relation to all the health-related components of fitness. **4:3:B2**

4:3:B3. Assesses (manually or mechanically with heart rate monitors) and maintains their heart rate in a target heart rate zone for the recommended time while participating in aerobic physical activity. **4:3:B3**

4:3:B4. Demonstrates appropriate training principles and exercise techniques during participation in activities designed to improve physical fitness. **4:3:B4**

4:3:B5. Completes a total body resistance training workout with safe lifting procedures (e.g., large muscles first, proper form and balance, correct amount of resistance, rest day, etc.). **4:3:B5**

4:3:B6. Completes a total body stretching routine with safe stretching techniques. **4:3:B6**

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

Demonstrates safe practices, follows rules, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction.

A. Develops personal responsibility.

5:3:A1. Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring. **5:3:A1**

5:3:A2. Identifies the importance of following class and procedures. **5:3:A2**

5:3:A3. Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (allergies, asthma, etc.). **5:3:A3**

5:3:A4. Follows and listens to all directions and asks for help when needed. **5:3:A4**

5:3:A5. Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution. **5:3:A5**

5:3:A6. Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision). **5:3:A6**

5:3:A7. Identifies and practices ethical behavior. **5:3:A7**

B. Develops social responsibility.

5:3:B1. Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports. **5:3:B1**

5:3:B2. Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting. **5:3:B2**

5:3:B3. Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole). **5:3:B3**

5:3:B4. Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball). **5:3:B4**

5:3:B5. Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity etc.) in adventure and team building activities. **5:3:B5**

5:3:B6. Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities. **5:3:B6**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Demonstrates an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning.

- A. Values the benefits of physical activity physically, mentally, emotionally, and socially.
 - 6:3:A1. Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components. 6:3:A1
 - 6:3:A2. Analyzes selected physical experiences for social, emotional, mental, and physical health benefits. 6:3:A2
 - 6:3:A3. Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury. 6:3:A3
 - 6:3:A4. Recognizes the value of physical activity to reduce stress and improve mood. 6:3:A4
 - 6:3:A5. Recognizes the importance of physical activity to keep body systems working together efficiently. 6:3:A5
 - 6:3:A6. Seeks personally-challenging experiences in physical activity settings. 6:3:A6
 - 6:3:A7. Appreciates the aesthetic and creative aspects of skilled performance. 6:3:A7
 - 6:3:A8. Describes the ways to use body and movement to communicate ideas and feelings in creative dance. 6:3:A8
 - 6:3:A9. Describes the mental benefits of physical activity (e.g., improved concentration, creativity, alertness, etc.). 6:3:A9
 - 6:3:A10. Recognizes physical activity as an opportunity for social and group interaction and to form new relationships. 6:3:A10
 - 6:3:A11. Describes the impact of physical activity and the result of improved fitness and performance on self-confidence and self-esteem. 6:3:A11