

Physical Education

The Goal

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

Has learned the skills necessary to participate in a variety of physical activities;

Knows the implications and the benefits of involvement in various types of physical activities;

Participates regularly in physical activity;

Is physically fit;

Values physical activity and its contributions to a healthful lifestyle.

The Standards

A physically literate individual...

STANDARD 1

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

STANDARD 2

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD 3

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

STANDARD 4

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

STANDARD 5

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

Grades 6-8

Standard 1

DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS.

Benchmark A: Demonstrates movement skills and pattern sin a variety of individual performance activities and lifetime physical activities.

GRADE SIX

Specialized skills and movement patterns

1. Demonstrate movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba).
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading) in controlled settings.
3. Perform simple dance sequences.

GRADE SEVEN

Specialized skills and movement patterns

1. Demonstrate a routine that includes variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of movement forms (e.g., fitness, track and field, martial arts) in various settings.
3. Perform basic folk/square/line-dance sequences to music.

GRADE EIGHT

Specialized skills and movement patterns

1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).
3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.

Benchmark B: Demonstrates critical elements of specialized manipulative skills in a variety of settings.

GRADE SIX

Application of specialized manipulative skills

1. Send, receive, dribble and shoot in game-like practice using appropriate critical elements.
2. Strike an object with hand or implement in game-like practice using appropriate critical elements.
3. Strike and field an object with foot, hand or implement in game-like practice.
4. Send an object to a target in game-like practice using appropriate critical elements.

GRADE SEVEN

Application of specialized manipulative skills

1. Send, receive, dribble and shoot using appropriate critical elements in practice and small-sided invasion games.
2. Strike an object with hand or implement using appropriate critical elements in controlled practice and singles/ small-sided net/wall games.
3. Strike and field an object with foot, hand or implement using appropriate critical elements in controlled practice and small-sided striking/fielding games.
4. Send an object to a target in controlled practice and individual/small-sided games.

GRADE EIGHT

Application of specialized manipulative skills

1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
2. Strike an object with hand or implement in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
3. Strike and field an object with foot, hand or implement in controlled practice and apply these skills to striking/ fielding games to achieve successful game-related outcomes.
4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

Grades 6-8

Standard 2

APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE.

Benchmark A: Apply tactical concepts and performance principles in game-like settings.

GRADE SIX

Tactics and principles

1. Demonstrate understanding of basic offensive tactics related to off-the-ball movements while participating in game-like settings (e.g., when and where should I move?).
2. Demonstrate understanding of basic defensive tactics related to defending space while participating in game-like settings (e.g., when and where should I move?).
3. Identify correct decision in game-like settings.

GRADE SEVEN

Tactics and principles

1. Create space and position self in space to create scoring opportunities.
2. Defend space and position self in space to prevent opponents from attacking or scoring.
3. Select correct decision in game-like settings.

GRADE EIGHT

Tactics and principles

1. Move to open space to receive passes or create space for others.
2. Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
3. Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

Benchmark B: Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.

GRADE SIX

Principles and critical elements

1. Demonstrate understanding of movement principles through knowledge of critical elements (key points) of specialized skills in fitness, sport/games, individual performance activities and movement forms.
2. Analyze skills in fitness, sport/games, individual performance activities and movement forms to identify strengths and areas to improve.

GRADE SEVEN

Principles and critical elements

1. Analyze movement using knowledge of critical elements (key points) in specialized skills in fitness, sport/games, individual performance activities and movement forms.
2. Identify ways to improve movement performance using cues, drills or fitness activities.

GRADE EIGHT

Principles and critical elements

1. Analyze specific sport and movement skills using biomechanical principles and critical elements.
2. Develop a plan to improve movement performance using movement principles critical elements, drills and biomechanical principles.

Grades 6-8

Standard 3

DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.

Benchmark A: Develops a plan to meet the recommendation for daily activity.

GRADE SIX

Physical activity
knowledge
Evaluate level of
physical activity

1. Identify a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
2. Identify active alternatives to screen time.
3. Collect physical activity assessment data and create a plan to improve or maintain physical activity levels.

GRADE SEVEN

Physical activity
knowledge
Evaluate level of
physical activity

1. Analyze a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines.
2. Identify active alternatives to screen time.
3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

GRADE EIGHT

Physical activity
knowledge
Evaluate level of
physical activity

1. Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
2. Identify active alternatives to screen time.
3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.

Benchmark B: Utilized principles and practices to design a personalized health-related fitness plan.

GRADE SIX

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|---------------------------------------|---|
| Health-related fitness knowledge | 1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps). |
| Cardio | 2. Calculate target heart rate and describe rates of perceived exertion (using RPE scale). |
| Muscular strength and endurance | 3. Identify major muscles used in selected physical activities. |
| Flexibility | 4. Identify activities to improve upper body flexibility. |
| Planning (FITT and other principles) | 5. Apply principles of training (e.g., specificity, overload, progression) to maintain or improve health-related fitness. |
| Healthy habits in relation to fitness | 6. Identify foods and appropriate servings to balance calorie intake with energy expenditure. |

GRADE SEVEN

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|---------------------------------------|---|
| Health-related fitness knowledge | 1. Describe and use technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps). |
| Cardio | 2. Adjust intensity and/or pace to stay within target heart rate or rate of perceived exertion (using RPE scale). |
| Muscular strength and endurance | 3. Apply the principle of specificity to identify exercises to improve muscular strength and endurance. |
| Flexibility | 4. Identify activities to improve lower body flexibility. |
| Planning (FITT and other principles) | 5. Design a fitness plan based on the results of health-related fitness assessment. |
| Healthy habits in relation to fitness | 6. Identify healthy food choices and appropriate servings to balance calorie intake with energy expenditure. |

GRADE EIGHT

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|---------------------------------------|---|
| Health-related fitness knowledge | 1. Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps). |
| Cardio | 2. Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance. |
| Muscular strength and endurance | 3. Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities. |
| Flexibility | 4. Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity. |
| Planning (FITT and other principles) | 5. Design and implement a fitness plan based on the results of health-related fitness assessment. |
| Healthy habits in relation to fitness | 6. Apply nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels. |

Grades 6-8

Standard 4

EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Benchmark A: Develop and apply rules, safe practices and procedures in physical activity settings.

GRADE SIX

Safety

Self-direction

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.
3. Make choices to demonstrate self-direction and effort.

GRADE SEVEN

Safety

Self-direction

1. Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity.
2. Acknowledge and apply rules to game situations to ensure personal and group safety.
3. Engage in activities, stay on task, challenge oneself and take responsibility for actions.

GRADE EIGHT

Safety

Self-direction

1. Work cooperatively with peers of differing skill to promote a safe school environment.
2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
3. Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.

Benchmark B: Communicate effectively with others to promote respect and conflict resolution in physical activity settings.

GRADE SIX

- Cooperation
 - Respect
 - Resolving conflict
1. Offer positive suggestions to facilitate group progress in physical activities.
 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
 3. Show consideration of the rights and feelings of others when resolving conflict.
 4. Accept decisions made by the designated official and return to activity.

GRADE SEVEN

- Cooperation
 - Respect
 - Resolving conflict
1. Offer positive suggestions or constructive feedback to facilitate group progress.
 2. Demonstrate cooperation with peers of different gender, race and ability in physical activity settings.
 3. Resolve conflict with sensitivity to the rights and feelings of others.
 4. Accept and respect decisions made by the designated official.

GRADE EIGHT

- Cooperation
 - Respect
 - Resolving conflict
1. Provide support or positive suggestions to facilitate group progress or success.
 2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
 3. Resolve conflict with sensitivity to the rights and feelings of others.
 4. Accept and respect decisions made by the designated official.

Grades 6-8

Standard 5

RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR HEALTH, ENJOYMENT, CHALLENGE, SELF-EXPRESSION AND/ OR SOCIAL INTERACTION.

Benchmark A: Makes a connection between participation in physical activity and physical, emotional and intellectual health.

GRADE SIX

Health reasons to be physically active

1. Describe how being physically active contributes to a healthy body.
2. Describe how being physically active contributes to emotional health.
3. Describe how being physically active contributes to intellectual health.

GRADE SEVEN

Health reasons to be physically active

1. Identify activities that can provide health benefits for at least three components of fitness.
2. Describe how different physical activities have an impact on emotional health.
3. Describe how different physical activities have an impact on intellectual health.

GRADE EIGHT

Health reasons to be physically active

1. Link the health benefits that result from participation in specific physical activities.
2. Make a connection between physical activities and emotional health.
3. Make a connection between physical activity and intellectual health.

Benchmark B: Discusses the positive impact physical activity has on his or her life.

GRADE SIX

Values physical activity through various means

1. Identify enjoyable physical activities.
2. Identify a specific activity the student plays because he or she finds it challenging.
3. Identify a specific activity the student plays because of the opportunities for social interaction.

GRADE SEVEN

Values physical activity through various means

1. Analyze reasons to enjoy specific physical activities.
2. Analyze a specific activity the student plays because he or she finds it challenging.
3. Analyze reasons to enjoy specific physical activities the student plays because of the opportunities for social interaction.

GRADE EIGHT

Values physical activity through various means

1. Discuss the reasons for participating in a selected physical activity.
2. Discuss the challenging aspects of participating in a selected physical activity.
3. Discuss the social benefits of participating in a selected physical activity.