



Grade Six

STANDARD**1**

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Rhythmic Skills

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

STANDARD

2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

STANDARD

3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

STANDARD

4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.
- 4.4 Classify physical activities as aerobic or anaerobic.
- 4.5 Explain methods of monitoring heart rate intensity.
- 4.6 List the long-term benefits of participation in regular physical activity.
- 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

STANDARD

5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate productively in group physical activities.
- 5.2 Evaluate individual responsibility in group efforts.

Social Interaction

- 5.3 Identify and define the role of each participant in a cooperative physical activity.

Group Dynamics

- 5.4 Identify and agree on a common goal when participating in a cooperative physical activity.
- 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.



Grade Seven

STANDARD**1**

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
-

Rhythmic Skills

- 1.2 Perform multicultural dances.
-

Combinations of Movement Patterns and Skills

- 1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.
- 1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.
- 1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.
- 1.6 Demonstrate body management and object-manipulation skills needed for successful participation in introductory adventure/outdoor activities.

STANDARD**2**

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Manipulative Skills

- 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.
-

Movement Concepts

- 2.2 Analyze movement patterns and correct errors.
- 2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.
- 2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.
- 2.5 Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts.
- 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.

Combination of Movement Patterns and Skills

- 2.7 Develop an individual or dual game that uses a manipulative skill, two different offensive strategies, and a scoring system and teach it to another person.

STANDARD

3**Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.
- 3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.
- 3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.
- 3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.
- 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.

STANDARD

4**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.
- 4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.
- 4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.
- 4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.

- 4.5 Describe the role of physical activity and nutrition in achieving physical fitness.
- 4.6 Identify and apply the principles of overload in safe, age-appropriate activities.
- 4.7 Explain progression, overload, and specificity as principles of exercise.
- 4.8 Discuss the effect of extremity growth rates on physical fitness.

STANDARD

5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities.
- 5.2 Accept responsibility for individual improvement.

Social Interaction

- 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.

Group Dynamics

- 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.
 - 5.5 Identify the responsibilities of a leader in physical activity.
-



Grade Eight

STANDARD**1**

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Rhythmic Skills

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

Combinations of Movement Patterns and Skills

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

STANDARD**2**

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

Combination of Movement Patterns and Skills

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.

STANDARD

3

Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

STANDARD

4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

STANDARD

5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
 - 5.2 Organize and work cooperatively with a group to achieve the goals of the group.
 - 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
-

Social Interaction

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.
-

Group Dynamics

- 5.5 Accept the roles of group members within the structure of a game or activity.
 - 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
 - 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.
-