

Movement Skills and Patterns:

Students must be able to move efficiently and effectively in a variety of movement activities.

Standard 1: Skills and Movement Patterns	Skills		
	Sixth	Seventh	Eighth
Throwing	Throws to target using all critical elements using all critical elements in a closed skill environment.	Throws with all critical elements in an opened skill environment.	Throws using all critical elements appropriate to the activity (power, accuracy, technique) during game play.
Catching	Catches using all critical elements from a variety of trajectories using different objects in varying practice tasks.	Catches using all critical elements from a variety of trajectories using different objects in small sided game play.	Catches using all critical elements from a variety of trajectories using different objects in a dynamic environment or modified game play.
Striking	Strikes an object with a short-handled implement in a game setting using all critical components. Strikes an object with a long handled implement demonstrating 4 of 4 critical elements.	Demonstrates legal serve with a short handled implement using 3 of 4 critical elements. Strikes an object with a long handled implement demonstrating 4 of 4 critical elements.	Performs striking with a short or long handled implement demonstrating all critical elements during game play.
Volleying - Implement	Volleys with an implement demonstrating critical elements in a practice task.	Volleys with an implement with a partner demonstrating critical elements in a practice task.	Volleys with implement in a modified game play using critical elements.
Volleying – Hands/arms	Volleys with two hands demonstrating critical elements in practice tasks.	Volleys with two hands with a partner demonstrating critical elements in a practice task.	Volleys with two hands during modified game play using critical elements.
Kicking	Shoots on goal demonstrating 3 of 4 critical elements.	Shoots on goal demonstrating 3 of 4 critical elements.	Shoots on goal demonstrating all critical elements in small sided game play.
Dribbling-Hand	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks.	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.
Dribbling – Foot & Implement	Foot-dribbles or dribbles with implement using critical elements changing direction and speed when teacher commands.	Foot-dribbles or dribbles with implement using critical elements changing direction and speed to avoid defenders in practice tasks.	Foot-dribbles or dribbles with implement using critical elements changing direction and speed in small sided games.

Passing & Receiving	<p>Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed, using all critical elements.</p> <p>Throws, while stationary, a leading pass to a moving receiver.</p>	<p>Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed using all critical elements.</p> <p>Passes, while stationary, a leading pass to a moving receiver.</p>	<p>Passes and receives with and implement in combination with locomotor patterns of running and change of direction and speed, using critical elements.</p> <p>Passes/throws to a moving receiver off a dribble or pass.</p>
Offensive Skills	Performs pivots, fakes and jab steps, give and go designed to create open space during practice tasks with no defensive pressure.	Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps with defensive pressure.	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens with defensive pressure.
Defensive Skills	Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.	Slides in all directions while on defense without crossing feet.	Drop steps in the direction of the pass during player to player defense.
Dance/Rhythms	Demonstrates correct rhythmic and pattern for one of the follow dance forms: Folk, social, creative, line or world dance.	Demonstrates correct rhythmic and pattern for a different dance form from among folk, social, creative, line or world dance.	Exhibits command and rhythm and time by creating a movement sequence to music as an individual or in a group.
Outdoor Pursuits	Demonstrates correct technique for basic skills in an outdoor activity.	Demonstrates correct technique for several skills in one self-selected outdoor activity.	Demonstrates correct technique for basic skills in two outdoor activities.
Fitness Related Skills	Demonstrates appropriate technique in fitness related activities for 3 components of fitness.	Demonstrates appropriate technique in fitness related activities for 2 student selected activities.	Demonstrates appropriate technique in three student selected activities for all components of fitness.

Knowledge: Concepts, strategies, and principles

Educating students to understand physical competence, health-related fitness and healthful behaviors is critical to their development and long-term success as healthy and productive citizens.

Knowledge			
Standard 2:	Sixth	Seventh	Eighth
Space	Identifies the importance of spacing in a variety of physical activities.	Creates appropriate spacing in various activities in different situations using locomotor movements.	Analyzes the use of spacing during various physical education activities.
Pathways & Levels	Explains the use of pathways and levels in various physical education activities.	Uses varying pathways and levels in a variety of settings as appropriate to the activity.	Critiques the use of pathways and levels during physical activities and discusses alternative pathways when appropriate.
Speed, Direction, & Force	Recognizes the role of speed, direction, and force in physical activity settings.	Applies concepts related to speed, direction, and force in numerous physical activities.	Analyzes the use of speed, direction, and force in several physical education activities.
Tension & Relaxation	Lists three ways in which tension and relaxation are a part of physical activity.	Explains the importance of tension and relaxation in physical education activities.	Designs physical activities that incorporate tension and relaxation concepts.
Strategy	Explains the importance of strategy and provides an example of a strategy during various small sided games.	Utilizes a variety of strategic approaches in numerous physical education activities.	Evaluate the effectiveness of various strategies employed during different physical activities.
Safety	Lists strategies for safe participation across physical education activities.	Discusses the importance of safety for a variety of physical activities.	Analyzes physical activities and makes appropriate modifications to ensure the safety of self and others.
Physical Activity	Lists three influences physical activity (e.g., school, family and peers; community and built environment; policy).	Identifies barriers related to maintaining a physically active lifestyle.	Creates strategies for overcoming barriers to maintaining a physically active lifestyle.
Fitness	<p>Lists fitness principles and terms (e.g. overload, specificity, anaerobic, intensity, frequency).</p> <p>Discusses the importance of warm up and cool down.</p> <p>Evaluates fitness components using Fitness Self-Assessment.</p>	<p>Describes the role of fitness principles on fitness levels and fitness self assessment data.</p> <p>Designs an activity specific warm up routine and fitness.</p> <p>Explains the importance of each component of fitness.</p>	<p>Develops a fitness plan based on Fitness Self-Assessment.</p> <p>Explains the role of exercise science principles on fitness (e.g. muscles pull bones, elasticity of muscle, muscle contraction, Heart rate).</p>

Participation:

Students must develop positive personal and social behaviors and responsibilities through demonstrations of sportsmanship, teamwork, cooperation and conflict resolution skills. Understanding one's overall physical health and fitness status provides the basis for personal responsibility for lifetime health and physical literacy

Attitude			
Standard 3: Attitude Values and Social/Personal Responsibility	Sixth	Seventh	Eighth
Health	Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.	Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Analyzes the empowering consequences of being physically active.
Personal Responsibility	Exhibits personal responsibility by following protocol, respecting facilities, and safe behavior.	Exhibits responsible social behaviors by cooperating and demonstrating inclusive behaviors by supporting classmates.	Accepts responsibility by working to improve one's own levels of performance.
Challenge	Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks.	Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
Self-expression and enjoyment	Lists potential meaning of physical activity for various individuals.	Describes the role of meaningful physical activity in maintaining an active lifestyle.	Articulates what makes physical activity meaningful on a personal level.
Social Interactions/Working With others	Accepts all peers regardless of skill level by provide encouragement and positive feedback. Cooperates with partners or small groups during physical education.	Exhibits cooperation by creating rules and guidelines for resolving conflicts during physical education. Works with a partner or small group to create a solution to a physical activity related problem.	Analyzes appropriate and inappropriate behavior during physical activity and responds using guidelines for resolving conflicts. Works with a partner or small group to create a physical activity given specific criteria by the teacher.
Rules and Etiquette	Lists the rules and etiquette for various physical activities, games, and dance activities.	Demonstrates rules and etiquette by following rules during physical education activities.	Analyzes and discusses the role of specific rules in a variety of physical education activities with attention to potential modifications.

Safety	Uses physical education equipment safely with teacher guidance.	Uses physical education equipment safely and identifies safety protocol during physical education class.	Uses physical activity equipment safely and analyzes physical activity settings for safety issues.
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Physical Activity Promotion:

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Standard 4:	Sixth	Seventh	Eighth
Engages in Physical Activity	Participates in self-selected physical activity outside of the school day.	Tracks personal physical activity opportunities and experiences during school and outside of school.	Analyzes current physical activity experiences and discusses positive and negative outcomes.
Locations for Physical Activity	Lists opportunities to be physical activity and apply physical education content outside of the school day.	Discuss the role of physical education in lifelong physical activity.	Analyzes the school community's physical activity opportunities and creates a list of strengths and areas of growth.
Assessment and Program Planning	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. Lists the components of a program to increase physical activity levels (e.g. data collection, goal setting, evaluation, revisions).	Maintains a physical activity log for at least two weeks and analyzes current physical activity levels. Describes the steps to developing an individual program to increase physical activity levels.	Designs, and implements an individual program to increase physical activity levels. Uses a physical activity log to measure physical activity and analyze the impact of an individual program to increase personal physical activity levels.
Motivation	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive selftalk.	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.	Analyzes the impact of intrinsic and extrinsic rewards on individual physical activity levels.
Advocacy	State a health-enhancing position about being physically active, supported with accurate information, to improve the health of others.	Persuade others to make healthy and safe physical activity choices.	Collaborate with others to advocate for individuals, families, and schools to be physically active. Demonstrate how to adapt a positive physical activity messages for different audiences.

Student participation in a variety of leisure/ recreational or competitive physical activities will support healthier lifestyles and improve fitness levels.