

Grades 6, 7, 8

Adopted 2010

Skilled Movement

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

1. Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.). [6-8.PE.1.1.1](#)
 2. Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. [6-8.PE.1.1.2](#)
 3. Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.). [6-8.PE.1.1.3](#)
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Movement Knowledge

2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

1. Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc., (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.). [6-8.PE.2.1.1](#)
 2. Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow in striking skills is important, etc.). [6-8.PE.2.1.2](#)
 3. Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.). [6-8.PE.2.1.3](#)
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Valuing a Physically Active Lifestyle

3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

1. Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.). 6-8.PE.3.1.1
 2. Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.). 6-8.PE.3.1.2
 3. Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc.). 6-8.PE.3.1.3
 4. Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc.). 6-8.PE.3.1.4
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Personal Fitness

4.1: Achieve and maintain a health-enhancing level of physical fitness.

1. Know and demonstrate the health-related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.). 6-8.PE.4.1.1
 2. Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President's Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, pilates, etc.). 6-8.PE.4.1.2
 3. Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.). 6-8.PE.4.1.3
 4. Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.). 6-8.PE.4.1.4
 5. Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.). 6-8.PE.4.1.5
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Personal and Social Responsibility

5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

1. Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within the rules of an activity, display good sportsmanship, practice self-control, etc.). 6-8.PE.5.1.1
2. Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.). 6-8.PE.5.1.2
3. Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.). 6-8.PE.5.1.3
4. Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.). 6-8.PE.5.1.4
5. Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures, develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.). 6-8.PE.5.1.5