

Grades 6, 7, 8

Adopted 2003

Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

- use mature form in many basic manipulative, locomotor and non-locomotor skills. 6-8.S1.1
- show consistency in skills specific to games and sports (e.g., pivoting, sliding, setting). 6-8.S1.2
- adapt and combine skills to the demands of increasingly complex situations of selected movement forms. 6-8.S1.3
- show competence in modified versions in a variety of movement forms (e.g., half-court basketball -use different size ball, more players on team). 6-8.S1.4

Students will apply movement concepts and principles to the learning and development of motor skills.

- use information from a variety of sources of internal and external origin to improve performance. 6-8.S2.1
- identify and apply biomechanical principles to enhance performance. 6-8.S2.2
- identify and apply critical elements of various movement forms to provide feedback for both self- and peer-assessment. 6-8.S2.3
- understand and apply strategies in a variety of game situations. 6-8.S2.4
- transfer movement skills, concepts and principles between activities at a consistent level. 6-8.S2.5

Students will understand the implications of and the benefits derived from involvement in physical activity.

- explain the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention, physiologic changes). 6-8.S3.1
- explain the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline). 6-8.S3.2
- explain the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork). 6-8.S3.3
- explain the cognitive benefits of regular participation in physical activity (e.g., improves focus and concentration). 6-8.S3.4
- participate in more challenging activities to learn new skills. 6-8.S3.5

- use physical activity as a means of self-expression. 6-8.S3.6

Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

- participate in a health-related physical fitness assessment (e.g., FitnessGram, Physical Best, President's Council). 6-8.S4.1
 - make progress towards, meet, or exceed in the health-related fitness standards of the assessment tool. 6-8.S4.2
 - assess and evaluate personal health status from fitness assessment results. 6-8.S4.3
 - develop personal fitness goals and a plan to achieve those goals based on the results of the health-related physical fitness assessment. 6-8.S4.4
 - participate in activities to achieve personal fitness goals. 6-8.S4.5
 - participate in activities to improve skills and health (include activities related to each component of health-related physical fitness). 6-8.S4.6
 - explain factors that affect physical activity and develop strategies some strategies to maintain a physically active lifestyle. 6-8.S4.7
 - meet or exceed national physical activity recommendations by participating in physical activities in structured and non-structured settings that promote lifelong fitness and health. 6-8.S4.8
 - describe how various technologies can help to assess, plan, maintain and enhance physical activity level (e.g. web-based programs, heart rate monitors, pedometers, etc). 6-8.S4.9
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Students will demonstrate responsible personal and social behavior in physical activity settings.

- use responsible decision making in all physical activity settings. (e.g., applying safe practices, laws, rules, and procedures). 6-8.S5.1
 - explain the influence of peer pressure on behavior in physical activity settings. 6-8.S5.2
 - resolve conflict in appropriate ways. 6-8.S5.3
 - analyze potential consequences when confronted with a behavior choice. 6-8.S5.4
 - work cooperatively with a group to achieve group goals in competitive as well as cooperative settings. 6-8.S5.5
 - discuss the use of physical activity as a means for social interaction. 6-8.S5.6
 - participate with others in games, sports, and activities to achieve a common goal. 6-8.S5.7
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Students will understand that internal and external environments influence physical activity.

- **describe appropriate and safe areas within the community to participate in physical activity.** 6-8.S6.1

- **describe physical activities that can be performed in a variety of settings.** 6-8.S6.2

- **describe different forms of media and technology that impact one's level of physical activity.** 6-8.S6.3

- **describe how one's home/family environment can impact one's level and type of physical activity.** 6-8.S6.4

- **describe healthy ways to promote physical activity with one's peers.** 6-8.S6.5

- **identify youth organizations in the community that offer physical activity programs (e.g., YMCA/YWWCA, Recreation departments, PAL).** 6-8.S6.6

- **use a variety of reliable and valid sources to find information about physical activity.** 6-8.S6.7

- **describe how positive and negative emotions can impact physical activity levels.** 6-8.S6.8