

Grades 6, 7, 8

Adopted 2014

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. (Psychomotor Domain)

1. Demonstrate basic skills and tactics during a three-on-two modified invasion game (for example, passing to open space during a three-on-two soccer game). 8-1.1
2. Use good technique in performing two different dance and rhythmic activities (for example, demonstrating correct steps with balance and control when performing a line dance and a folk dance). 8-1.2
3. Exhibits command of rhythm and patterns by creating a movement sequence to music as an individual or in a group. 8-1.3
4. Demonstrate in a modified situation the basic skills and tactics used for target games and net/wall games (for example, the four-step delivery without the bowling ball, or the tennis forehand from a tossed ball). 8-1.4
5. Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe). 8-1.5
6. Demonstrate basic skills and tactics during modified fielding/striking games (for example, striking a pitched ball with an implement). 8-1.6
7. Demonstrate basic skills in aquatics (if access to facilities permits) (for example, bobbing, treading water, front crawl stroke). 8-1.7

The physically literate individual demonstrates knowledge of concepts, principles, strategies and tactics related to movement and performance. (Cognitive Domain)

1. Identify critical elements/learning cues of skills performed in invasion games, target and net/wall games, striking/fielding games.(for example, recognize "balance, eyes, elbows and follow through" as learning cues for performing a free throw). 8-2.1
2. Design a sequence of progressive rhythmic movement patterns (for example, create a repeatable aerobic sequence of four, eight count steps, with coordinated arm movements). 8-2.2
3. Identify the five components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) and, with limited teacher assistance, use them to design a personal health-related physical fitness plan based on FITT (frequency, intensity, type, and time) training principles. 8-2.3

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4. Integrate prior knowledge of movement concepts into new learning experiences in the physical-activity setting (for example, state the similarities between the overhand throwing pattern and the overhand volleyball serve). 8-2.4
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5. Identify physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction). 8-2.5
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6. Describe tactics within invasion games, target and net/wall games, striking/fielding games and explain how to use them effectively in modified situations (for example, explain why hitting the ball away from the opponent when playing tennis is an offensive strategy). 8-2.6
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The physically literate individual achieves and maintains a health-enhancing level of physical activity and fitness. (Psychomotor Domain)

1. Monitor his or her own participation in physical activity (for example, maintain an activity log for a seven-day period, documenting progress toward achievement of personal goals). 8-3.1
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2. Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails). 8-3.2
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3. Achieve and maintain the age- and gender-specific health-related fitness standards as defined by a state-approved fitness assessment (for example, scoring within the healthy fitness zone on Fitnessgram). 8.3.3
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4. Identify personal health-related fitness goals and implement a plan to achieve and/or maintain personal fitness (for example, when flexibility criteria is not achieved, select and perform appropriate exercises until the goal is achieved). 8-3.4
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5. Participate in health-related fitness activities outside of the physical education class (for example, rollerblading after school, taking swim lessons, playing in a softball league). 8-3.5
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The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)

1. Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical activity settings (for example, consider ideas from all group members when creating an aerobic dance routine). 8-4.1
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2. Recognize and resolve potential conflicts in physical activity settings (for example, shows self-control by accepting a controversial decision of an official). 8-4.2
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3. Accept differences among people and make an effort to include a diversity of participants in physical activities (for example, seeks out, participates with, and shows respect for peers with different ability levels). 8-4.3
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4. Uses equipment appropriately in physical activity settings and identifies safety concerns associated with specific activities. 8-4.4

**The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction.
(Affective Domain)**

1. Seek and explore physical activity opportunities that provide personal meaning and enjoyment (for example, participate in organized sports for the joy of competition, ride a mountain bike to enjoy nature trails). 8-5.1

2. Seek and explore health-enhancing physical activities that provide challenge, enjoyment, and social interaction (for example, participate in local road race or youth recreational league). 8-5.2

3. Identify and participate in an enjoyable activity that prompts social interaction or self-expression. 8-5.3

4. Identify the health benefits of a physically active lifestyle. 8-5.4