

Grades 6, 7, 8

Adopted 2000

Students will develop competency in all fundamental movement skills and proficiency in some movement forms.

1: Students will model complex locomotor movement patterns in specialized activities.

- a. maintain mature form in complex locomotor movement patterns.
 - b. adapt locomotor movement patterns to the demands of an unpredictable situation within activities and/or games.
 - c. analyze the effectiveness of transferring complex locomotor movement patterns into specific activities and/or games.
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2: Students will apply correct technique when performing complex manipulative movement patterns in specialized activities.

- a. maintain mature form in complex manipulative movement patterns.
 - b. adapt manipulative movement patterns to the demands of an unpredictable situation within activities and/or games.
 - c. analyze the effectiveness of transferring complex manipulative movement patterns into specific activities and/or games.
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3: Students will exhibit a mature kinesthetic sense in nonlocomotor/stability movement patterns in specialized activities.

- a. react to various forces to maintain static or dynamic balance while performing intermediate skills.
 - b. maintain body equilibrium in intermediate movement patterns in modified physical activities and/or games.
 - c. analyze the effectiveness of kinesthetic adjustments made during intermediate non locomotor/stability movement patterns.
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Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance.

1: Students will apply scientific concepts and principles to analyze performance of self and others.

- a. correlate pertinent scientific concepts and principles to a specific movement.
- b. apply pertinent scientific concepts and principles to achieve a desired outcome.
- c. assess the results of using specific scientific concepts and principles within a performance.

2: Students will evaluate the influence of physical, emotional, and cognitive factors on improving performance.

- a. investigate the interrelationships among the physical, emotional, cognitive, and scientific factors affecting performance.
- b. describe training and conditioning principles and practices that impact skill acquisition and performance.
- c. select appropriate practice/training procedures based on evaluative feedback of skill acquisition and performance.

3: Students will evaluate various strategies leading to successful performance.

- a. Performance strategies appropriate for specific situations.
- b. apply complex performance strategies in specific situations.
- c. compare the effectiveness of selected performance strategies.

Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness.

1: Students will monitor personal fitness level and alter activity to enhance health-related fitness.

- a. compare personal data with scientifically based data to determine health-related fitness level.
- b. maintain personal fitness log to monitor changes in health-related fitness.
- c. adjust frequency, intensity, time, and type of physical activity based on personal need.

2: Students will evaluate the health-related/fitness benefits resulting from participation in different forms of physical activity.

- a. interpret and share the results of on-going physical activity
- b. correlate the practice of a specific physical activity with the resulting benefit to health-related fitness.
- c. choose safe, beneficial techniques and apply related theory to improve health-related fitness.

3: Students will participate regularly in physical activities that contribute to attainment of personal health-related fitness.

- a. analyze available options of school/community health-related facilities and human resources.
 - b. analyze and adapt personal fitness activities to meet changing needs.
 - c. model and share the results of a commitment to on-going physical activity.
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Students will develop responsible and respectful personal and social behavior in physical activity settings.

1: Students will model and encourage appropriate personal and social conduct in physical activities.

- a. accept personal responsibility for maintaining a physically and emotionally safe environment.
 - b. demonstrate and encourage proper etiquette and sportsmanship in physical activity settings.
 - c. implement effective conflict resolution processes and techniques in physical activity settings.
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2: Students will value and maximize the contributions and potential of each individual in group activities.

- a. acknowledge and appreciate the worth of the various roles inherent to a group setting.
 - b. determine and incorporate strengths of each individual in physical activity settings.
 - c. distribute leadership responsibilities by fulfilling various roles in group settings.
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3: Students will evaluate the positive impact of contributions provided through human diversity.

- a. determine how an individual's uniqueness enhances physical activity settings and/or endeavors.
 - b. apply strategies for maintaining inclusion of all students in physical activity settings.
 - c. model respect for diversity in physical activity settings.
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Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

- a. participate in various physical activities to experience personal satisfaction.
 - b. describe the social benefits of participating in physical activities.
 - c. explain the psychological benefits gained from participation in physical activity.
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2: Students will evaluate the unique benefits of perseverance and pursuance of challenging physical activity.

- a. describe the role of motivation and attitude in achieving personal satisfaction from physical activity.
- b. analyze the mental, physical, and social factors necessary for maintaining a healthy balance in relation to physical activities.
- c. seek personally challenging physical activities in pursuance of personal success and satisfaction.

3: Students will analyze employment/career options in the physical education/fitness fields.

- a. analyze employment options affiliated with physical education/fitness careers and how they impact society.
- b. determine the requirements of and the personal qualifications needed for various physical education/fitness careers.
- c. determine the connections among physical education/fitness careers and other employment fields.