

# Grades 7, 8

Adopted 2004

## Knowledge/Motor Skills

**PE7-8:1. Students will apply problem-solving skills in movement-related activities by...** PE7-8:1

- a. Solving movement challenges that involve more complex problems and/or increased group size.
- d. Giving constructive feedback to a partner/group in order to achieve success.
- e. Recognizing and developing strategies to accommodate personal strengths and weakness.

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**PE7-8:2. Students will show an understanding of body awareness concepts by...** PE7-8:2

- c. Using more advanced terminology to describe body movements.
- e. Demonstrating an understanding of the relationship of body parts in the performance of more complex skills.
- j. Identifying the major skill components of more complex sports, gymnastics, , dance, and/or other related activities.
- k. Recognizing the similarities between like skills in different activities (e.g., catching in softball/baseball and catching in lacrosse).

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**PE7-8:3. Students show an understanding of space concepts by...** PE7-8:3

- c. Applying space concepts appropriately in a variety of activities (e.g., drawing an opponent with you).
- d. Recognizing the similarities in the use of space in more advanced activities (e.g., tactics, dance, and gymnastics).

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**PE7-8:4. BALANCE Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...** PE7-8:4

- a. Performing a more complex movement sequence (e.g., low and/or high rope elements).

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**PE7-8:4. FORCE / ENERGY Students show an understanding of quality of movement concepts and apply them to psycho-motor skills by...** PE7-8:4

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**PE7-8:4. TIME Students show an understanding of movement concepts, and apply them to psycho-motor skills by...** PE7-8:4

- b. Using dance steps and patterns while keeping time to the music when performing a variety of dance styles (e.g., world, line, social, jazz).
- c. Adjusting movements to stay on beat while moving with a partner or group.

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**PE7-8:4. FLOW Students show an understanding of movement concepts, and applying movement concepts to psycho-motor skills by...** PE7-8:4

- a. Combining a more complex series of motor skills and movement concepts: speed, force, levels, directions, pathways (e.g., a variety of partner moves in a dance routine).
- b. Combining fundamental motor skills and/or the beginning skills of dance, gymnastics, and sport in more complex situations (e.g., dribbling against a defender).

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**PE7-8:5. Students will demonstrate competency in a variety of skills used in dance, gymnastics, sports, and other physical activities by...** PE7-8:5

- a. Demonstrating mature form in a variety of basic skills (teacher and/or student selected).
- b. Adjusting skills in more complex situations (e.g., hitting to various parts of the tennis court according to where the opponent is placed).
- c. Participating in leisure/lifetime sport and dance activities in and outside of school.

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**PE7-8:7. Students will show competency in aquatic activities and water survival skills when facilities allow by...** PE7-8:7

- a. Demonstrating the Level V Skill requirements of the American Red Cross Swimming Standards.
- b. Demonstrating the elementary strokes to the butterfly, open turns, and the feet-first surface dive.

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**Physical Fitness**

**PE7-8:8. Students show knowledge of four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identifies a variety of activities to develop each component by...** PE7-8:8

- a. Assessing personal performance based on a nationally recognized fitness assessment.
- b. Monitoring their heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity.
- c. Understanding and applying basic principles of training to improving physical fitness (FITT - frequency, intensity, time, and type).

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**PE7-8:9. Students show awareness of personal responsibility for individual wellness by....** PE7-8:9

- a. Identifying and applying the knowledge acquired to link nutrition, exercises, and fitness, choose activities to improve and maintain fitness goals.
  - b. Demonstrating that physical activity is an important component of personal wellness by participating in leisure/lifetime sport or dance activities in and outside of school.
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**Affective Qualities**

**PE7-8:10. Students promote individual success and self-confidence by...** PE7-8:10

- a. Identifying ways in which attitude, effort and energy affect personal performance.
  - b. Establishing personal goals to achieve a higher level of performance in new or challenging activities.
  - c. Demonstrating a positive attitude toward personal skill development.
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**PE7-8:11. Students show safe behavior for self and others by...** PE7-8:11

- a. Demonstrating supportive and positive behavior (e.g., project adventure full value contract).
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**Social Interaction**

**PE7-8:12. Students show appropriate social interactions by...** PE7-8:12

- a. Demonstrating responsibility for playing by the rules without taking advantage of peers.
- b. Demonstrating responsibility for practicing appropriate sports conduct (e.g., accepting the referee's decisions without arguing).
- c. Demonstrating responsibility for officiating small group games.
- d. Demonstrating appreciation for appropriate feedback.
- e. Demonstrating a willingness to work with individuals with varying cultural and ethnic backgrounds.
- f. Demonstrating the ability to assuming leader/follower roles when appropriate.
- g. Demonstrating cooperation by participating with others within the structure and intent of an activity or task.