

Grade 7

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms.

1-M-1. Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills. 1-M-1

1. Perform locomotor and non-locomotor skills in dynamic fitness activities (e.g., group exercise with manipulatives, aerobics, circuits). 1-M-1.1
2. Perform locomotor and non-locomotor skills in sport (e.g., moving and changing directions based on opponents movement). 1-M-1.2
3. Demonstrate selected elements of the mature form of the manipulative skills of catching, passing, hand dribbling, shooting, volleying, and punting in isolated settings. 1-M-1.3
4. Demonstrate selected elements of sport specific skills focusing on moving, dribbling, passing, and shooting. 1-M-1.4

1-M-2. Exhibits basic strategies related to specific lead-up games. 1-M-2

1. Demonstrate offensive and defensive strategies used while playing a basic version of a team or individual sport (e.g., creating space, moving an opponent). 1-M-2.1

1-M-3. Demonstrates basic competency in complex motor skills and advanced specialized skills related to specific sports activities (e.g., modified versions of team sports or individual sports). 1-M-3

1. Demonstrate use of strategies/tactics within a variety of physical activities (e.g., changing directions and faking to create space and maintain possession). 1-M-3.1
2. Combine skills competently to participate in modified versions of team and individual sports. 1-M-3.2

1-M-4. Demonstrates the ability to create rhythmic movement patterns. 1-M-4

1. Perform selected folk, country, square, line, creative, and/or aerobic dances. 1-M-4.1
2. Design rhythmic movement patterns or an aerobic routine with a partner/group using appropriate music 1-M-4.2

1-M-5. Demonstrates strategies for net and invasion games. 1-M-5

1. Demonstrate use of selected tactical problems for both on-the-ball and object (e.g., seeing both the opponent with the object and the opponent you are guarding at the same time). 1-M-5.1
 2. Place or maneuver ball or object to and away from multiple partners in a sport activity. 1-M-5.2
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Applies movement concepts and principles to the learning and development of motor skills.

2-M-1. Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced. 2-M-1

1. Demonstrate the ability to maintain static and dynamic balance while performing a task. 2-M-1.1
 2. Analyze and correct movement errors in skills necessary to participate in manipulative activities. 2-M-1.2
 3. Demonstrate competency in the mature form in all locomotor skills. 2-M-1.3
 4. Identify and apply major concepts used in acquiring motor skills (feedback, relevant cues). 2-M-1.4
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2-M-2. Demonstrates how practicing movement skills improves performance and compares differences in successful throws from first attempts to last attempts. 2-M-2

1. Modify performance utilizing feedback to improve execution. 2-M-2.1
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2-M-3. Analyzes and applies advanced movement and game strategies. 2-M-3

1. Identify and explain at least three tactics involved in playing an invasion sport. 2-M-3.1
 2. Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games. 2-M-3.2
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2-M-4. Recognizes and applies principles necessary for safe and skilled physical performance. 2-M-4

1. Apply safety rules in all activities. 2-M-4.1
 2. Follow safety procedures related to physical activity, equipment, facilities, environmental factors and takes responsibility for their own safety. 2-M-4.2
 3. Describe and demonstrate proper warm-up and cool down procedures. 2-M-4.3
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Exhibits a physically active lifestyle.

3-M-1. Identifies opportunities in the school and community for regular participation in physical activity. 3-M-1

1. Develop a resource list related to the five components of health-related fitness within the community. 3-M-1.1
2. Identify opportunities close to home for participation in different kinds of activities using a participation log. 3-M-1.2

3-M-2. Explores a variety of new physical activities for personal interest in and out of physical education class. 3-M-2

1. Identify personal interests, capabilities, and resources in regard to one's exercise behavior and attempt one new activity during the school year. 3-M-2.1
2. Participate in, and log, new physical activities both during and outside of school for the purpose of improving skill and health. 3-M-2.2

3-M-3. Establishes and pursues personal physical activity goals through regular physical activity. 3-M-3

1. Identify personal factors inhibiting or promoting physical activity. 3-M-3.1
2. Establish short and long-term individual health-related fitness goals. 3-M-3.2
3. Participate in an individualized physical activity program designed with the help of the teacher. 3-M-3.3
4. Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness. 3-M-3.4

3-M-4. Describes the elements of a healthy lifestyle. 3-M-4

1. Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition). 3-M-4.1
2. Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination). 3-M-4.2
3. Identify the relationships among physical activity frequency, intensity and time. 3-M-4.3
4. Select and use appropriate technology tools to evaluate, monitor, and improve physical development. 3-M-4.4

Achieves and maintains a health-enhancing level of physical fitness.

4-M-1. Participates in and sustains moderate to vigorous physical activity in a variety of settings. 4-M-1

1. Utilize the target heart rate formula to calculate the target heart rate. 4-M-1.1
2. Participate in physical activity a minimum of 20 minutes, three or more times per week while staying in the target heart rate. 4-M-1.2
3. Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning. 4-M-1.3

4-M-2. Develops individual goals for each of the health-related fitness components. 4-M-2

1. Identify ways to achieve activity goals in an individual wellness plan. 4-M-2.1
2. Assess physiological indicators of exercise during and after physical activity using appropriate assessment tools. 4-M-2.2

4-M-2.3 Set realistic, measurable, and attainable goals for activities that will improve health-related fitness components.

4-M-3. Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group. 4-M-3

1. Use a journal to document the benefits of participation in physical activity. 4-M-3.1
 2. Participate in a health-related fitness assessment such as Fitness gram or comparable assessment. 4-M-3.2
 3. Identify level of health-related components of fitness by using criterion-referenced health and fitness standards. 4-M-3.3
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4-M-4. Analyzes and applies basic principles of training to improve health related fitness. 4-M-4

1. Demonstrate understanding of the principles of training (overload, progression, and specificity). 4-M-4.1
 2. Identify ways to achieve activity goals in an individual wellness plan. 4-M-4.2
 3. Include warm-up, cool-down, and training principles regularly during exercise; monitor potentially dangerous environmental conditions such as heat and cold. 4-M-4.3
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Demonstrates responsible personal and social behavior in physical activity settings.

5-M-1. Participates in cooperative activities in both leadership and follower roles. 5-M-1

1. Demonstrate the ability to work without supervision 5-M-1.1
 2. Work cohesively in a group by participating in team building activities. 5-M-1.2
 3. Work cooperatively with peers in group or team activities. 5-M-1.3
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5-M-2. Utilizes time effectively to complete assigned tasks. 5-M-2

1. Use initiative and solves problems in physical activity settings. 5-M-2.1
 2. Remain on task without close teacher monitoring. 5-M-2.2
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5-M-3. Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations. 5-M-3

1. Respect the rights of others in the class. 5-M-3.1
 2. Demonstrate a positive attitude toward the teacher, class, and peers. 5-M-3.2
 3. Distinguish between compliance and non-compliance with rules and regulations. 5-M-3.3
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Demonstrates an understanding and respect for differences among people in

6-M-1. Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world. 6-M-1

physical activity settings.

1. Develop respect for other cultures by participating in role-playing activities that involve how different cultures view and participate in physical activity. 6-M-1.1
2. Recognize and describe the role of dance, sports, and physical activities in modern culture. 6-M-1.2

6-M-2. Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both. 6-M-2

1. Compare and contrast similarities and differences in dance, games, and physical activities across different genders, cultures, ethnicities, abilities, and skill levels. 6-M-2.1

6-M-3. Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds. 6-M-3

1. Describe how different sports, games, and dances have unique and distinct characteristics relevant to diverse cultures. 6-M-3.1
2. Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds. 6-M-3.2

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. 7:

7-M-1. Participates in challenging activities and in activities requiring the utilization of newly acquired skills. 7-M-1

1. Seek; participate in, log physical activity in informal settings that utilize skills and knowledge gained in physical education classes. 7-M-1.1

7-M-2. Identifies the social, emotional and physical benefits of participation in physical activities. 7-M-2

1. Identify ways that regular participation in physical activities contributes to a healthy lifestyle. 7-M-2.1
2. Analyze selected physical experiences for social, emotional, and health benefits. 7-M-2.2

7-M-3. Demonstrates enjoyment from participation in physical activities. 7-M-3

1. Display satisfaction when engaging in physical activity by participating outside of class time. 7-M-3.1
2. Record (in journal or log) likes and dislikes when participating in new activities. 7-M-3.2