

# Grades 6, 7, 8

Adopted 2016

Demonstrate competency in a variety of motor skills and movement patterns.

1. Performing, with mature form, locomotor, nonlocomotor, and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities; and [A.6-8.1](#)
2. Identifying correct rhythm and pattern for a different dance form among folk, social, creative, line, and world dance, including those of traditional and contemporary American Indian cultures. [A.6-8.2](#)

Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

1. Researching the history and origin of various games, sports, and dance, including those of traditional and contemporary American Indian cultures; [B.6-8.1](#)
2. Using tactics to create open space and close space during small-side play by combining locomotor movements; and [B.6-8.2](#)
3. Describing and applying a variety of movement concepts. [B.6-8.3](#)

Demonstrate the knowledge and skills to achieve and maintain a healthenhancing level of physical activity and fitness.

1. Describing the relationship between poor nutrition and health risk factors; [C.6-8.1](#)
2. Identifying the five components of health-related fitness and explaining the connections between fitness and overall physical and mental health; [C.6-8.2](#)
3. Identifying forms of technology and social media that support a healthy, active lifestyle; [C.6-8.3](#)
4. Participating in a variety of self-selected aerobic fitness activities, and lifetime activities outside of health enhancement class; [C.6-8.4](#)
5. Planning and implementing a program to enhance personal fitness; [C.6-8.5](#)
6. Comparing and contrasting health-related fitness components; [C.6-8.6](#)
7. Describing the role of stretching and flexibility in injury prevention; and [C.6-8.7](#)
8. Explaining how body systems interact with one another during physical activity. [C.6-8.8](#)

Exhibit responsible personal and social

1. Accepting responsibility for improving one's own levels of physical activity and fitness; [D.6-8.1](#)

behavior that respects self and others.

2. Explaining practices that promote responsible behavior of self and others in a variety of physical activities; [D.6-8.2](#)
3. Providing encouragement and feedback to peers without prompting from teacher; [D.6-8.3](#)
4. Applying rules and etiquette by acting as an official during modified games, dance, and rhythm; [D.6-8.4](#)
5. Cooperating with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play; [D.6-8.5](#)
6. Responding appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts; [D.6-8.6](#)
7. Providing ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects; and [D.6-8.7](#)
8. Identifying safety concerns and use physical activity and fitness equipment appropriately. [D.6-8.8](#)

Recognize the value of physical activity for health, enjoyment, selfexpression, and/or social interaction.

1. Identifying the five components of health-related fitness and explaining the connection between fitness and overall physical and mental health; [E.6-8.1](#)
2. Developing a plan of action and making appropriate decisions based on that plan when faced with an individual challenge; and [E.6-8.2](#)
3. Comparing and contrasting various physical activities for their social benefit. [E.6-8.3](#)