New Hampshire Physical Education

Grades 6, 7, 8

Adopted 2005

Engages in a physically active lifestyle.	**a.** Participate in daily physical activities that promote a healthy lifestyle based on personal abilities and interests.
	b. Set personal physical activity goals.
	c. Identify long-term benefits that may result from regular participation in physical activity.
Achieves and maintains a health enhancing level of physical fitness.	**a.** Participate in daily health-enhancing physical activities.
	b. Design a comprehensive personal fitness plan (goals, strategies, timeline) based upon fitness assessment results.
	c. Identify effects of activity on stress levels.
	d. Use personal fitness assessment data to enhance his/her understanding of fitness.
	e. Identify health-related fitness components inherent in various activities.
	f. Show improvement in all components of health-related fitness.
	g. Participate in aerobic, anaerobic, flexibility and muscular strength and endurance activities.
	h. Participate in formal physical fitness assessment.
	i. Use a beginning level of technology to analyze, assess and improve one's fitness level.
Demonstrates competency in motor skills and movements patterns, proficiency in a few, and applies these skills and patterns in a variety of physical act (ps	**a.** Combine and refine fundamental motor skills to competently participate in a variety of physical activities.
	b. Apply fundamental and complex motor skills in a variety of physical activities.
	c. Demonstrate use of strategies and tactics within a variety of physical activities.

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Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities	**a.** Use a movement vocabulary when describing motor skill performance. **b.** Describe critical elements of complex motor skills. **c.** Analyze the use of movement concepts during motor skill performance. **d.** Use feedback from teachers, peers, other mediums, and a beginning level of self-assessment to improve motor skill performance and cognitive understanding. **e.** Identify when, why, and how to use strategies and tactics within game play.
Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression and social interaction	**a.** Identify the value of personally participating in physical activities. **b.** Articulate the various roles of group members. **c.** Reflect on personal role(s) within a group.
Exhibits responsible personal and social behavior that respects self and others in physical activity settings	**a.** Accept responsibility for being part of a group by contributing toward group success. **b.** Participate productively in both cooperative and competitive group activities. **c.** Identify, follow and when appropriate, create safety guidelines for participation in activities. **d.** Demonstrate responsible behavior in physical activity settings. **e.** Discuss the difference between ethical and unethical behavior in physical activity settings. **f.** Demonstrate ethical behavior in physical activity settings. **g.** Accept the existence of individual uniqueness in physical activity settings. **h.** Demonstrate positive attitudes towards self and others through verbal and non-verbal behaviors. **i.** Display sensitivity toward others in physical activity settings. **j.** Develop strategies for including others in physical activity settings. **k.** Resolve conflicts and accept decisions of judgment in socially acceptable ways.