Utah Physical Education

Grade 7

Adopted 2016

Beginning Team Sports

1. **Students will achieve a level of competency in motor skills and movement patterns.**
    1. Demonstrate the correct technique for a variety of locomotor skills (e.g., sliding, galloping and hopping in small group activities). G7.1.1
    2. Demonstrate the correct technique for non-locomotor skills (e.g., stretching, bending, twisting during small group activity or dance). G7.1.2
    3. Perform manipulative skills while working with a partner (e.g., dribbling a basketball, kicking a soccer ball, passing a volleyball overhead). G7.1.3
    4. Identify which aspects of weight transfer are common in a variety of skills (e.g., throwing, batting, kicking). G7.1.4
    5. Identify which aspects of opposition and follow-through are common in a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up). G7.1.5
    6. Identify aspects of body and target alignment that are common for a variety of skills. G7.1.6
    7. Perform a variety of dances, such as square, fold, aerobic, modern, ballroom and line. G7.1.7
    8. Perform a variety of tumbling and dance activities that combine traveling, rolling, balancing, and weight transfer into smooth flowing sequences. G7.1.8

2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Link skills together (e.g., dribble and pass a basketball, receive and dribble a soccer ball, kick, receive a soccer pass, and kick a goal). G7.2.1
    2. Perform skills in an increasingly complex environment (e.g., from dribbling to dribbling on the run, from throwing football from a stationary to a moving target, hitting a stationary hockey puck to hitting a moving puck). G7.2.2
    3. Understand how moving to open space and gaining position can benefit performance in a variety of game situations. G7.2.3
    4. Move to an open space to receive a pass while playing small group activities. G7.2.4
    5. Cover a specific area of the court or field while playing small group activities. G7.2.5
    6. Dribble, pass, and receive a ball while stationary. G7.2.6

Skip to main content

7. Establish a ready position for skill performance (e.g., receiving a tennis serve or ground ball in softball). G7.2.7
8. Strike or throw a ball to a specific target. G7.2.8

3. **Students will understand the components necessary to maintain a healthy level of fitness to support engagement in physical activity.**
    1. Assess own fitness level and create personal fitness goals (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility). G7.3.1
    2. Create personal goals based on fitness assessment results. G7.3.2
    3. Monitor progress toward personal fitness goals using a checklist or journal. G7.3.3
    4. Explain the components and principles of health-related fitness. G7.3.4
    5. Identify activities that participation in can improve each component in health-related fitness (e.g., strength, muscular endurance, cardiovascular endurance, flexibility). G7.3.5
    6. Explain the importance of warm-up and cool-down during exercise. G7.3.6
    7. Explore a variety of new physical activities during physical education class that encourage personal interest outside of class. G7.3.7
    8. Investigate the concept of energy balance as it relates to nutrition and exercise. G7.3.8
    9. Identify poor food choices and healthy food alternatives. G7.3.9
    10. Demonstrate proper posture while standing, sitting, and lifting. G7.3.10
    11. Identify opposing muscle groups and how they relate to training. G7.3.11
    12. Use technology to monitor and improve physical activity and wellness. G7.3.12
    13. Evaluate technological resources as related to development of fitness and exercise programs. (e.g., heart rate monitors, pedometers, computer software and Internet resources). G7.3.13

4. **Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.**
    1. Demonstrate an understanding of different skill levels among peers in physical activity settings. G7.4.1
    2. Recognize the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds. G7.4.2
    3. Consider various strategies for resolving personal conflict with sensitivity to the rights and feeling of others. G7.4.3
    4. Understand and apply inclusive rules to include less skilled players. Identify exclusionary behavior that purposely omits students from being included. G7.4.4

5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**

Skip to main content

1. Identify the activities that bring personal enjoyment. G7.5.1
2. Celebrate the successes and achievements of self and others. G7.5.2
3. Identify the feelings resulting from meeting challenges. G7.5.3
4. Explain how physical activity can provide enjoyable social interaction. G7.5.4
5. Explain the social benefits that result from team and dual sport participation G7.5.5
6. Differentiate between appropriate and inappropriate risks. G7.5.6
7. Create a plan to include activity beyond school years. G7.5.7