Vermont Physical Education

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.

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).

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).

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).

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

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

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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.

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).

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.

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.

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).

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

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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.

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.

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).

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.