Wisconsin Physical Education

7th Grade

The student will demonstrate competency in a variety of motor skills and movement patterns.

Dance and Rhythms

1A Demonstrate correct rhythm and pattern for a different dance form (folk, cultural, social, creative, line, and world dance) or a rhythmic based fitness activity. PE.S1.M1A.7

1B Create a dance/rhythm sequence consisting of at least 4 various movement phases. PE.S1.M1B.7

Invasion Games: Throwing

2 Throw with a mature pattern for distance or power appropriate to the activity in a dynamic environment. PE.S1.M2.7

Invasion Games: Catching

3 Catch with a mature pattern from a variety of trajectories using different objects in dynamic environments or modified game play. PE.S1.M3.7

Invasion Games: Passing and Receiving

4 Pass and receive with hands, feet, or implement in combination with locomotor patterns of running and change of direction and speed with competency within invasion games, including those from other cultures. PE.S1.M4.7

Invasion Games: Passing and Receiving

5 Throw, while moving, a leading pass to a moving receiver. PE.S1.M5.7

Invasion Games: Offensive Skills

6 Execute at least one of the following designed to create open space with defensive pressure in a dynamic environment: pivots, fakes, jab steps, screens, give and go. PE.S1.M6.7

Invasion Games: Dribbling/Object Control

7 Dribble with dominant and nondominant hands using a change of speed and direction in a dynamic environment. PE.S1.M7.7

Invasion Games: Dribbling/Object Control

8 Foot-dribbles or dribbles with an implement combined with passing in a dynamic environment. PE.S1.M8.7

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vasion Games: Shooting on Goal

9 Shoot on goal with power and accuracy in a dynamic environment. PE.S1.M9.7

Invasion Games: Defensive Skills

10 Slide in all directions while on defense without crossing feet. PE.S1.M10.7

Net/Wall Games: Serving

11 Execute an underhand serve to a predetermined target for net and wall games. PE.S1.M11.7

Net/Wall Games: Striking

12 Strike with a mature overhand pattern in a dynamic environment for net/wall games. PE.S1.M12.7

Net/Wall Games: Forehand and Backhand

13 Demonstrate the mature form of forehand and backhand strokes with a long-handled implement in net games. PE.S1.M13.7

Net/Wall Games: Weight Transfer

14 Transfer weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side. PE.S1.M14.7

Net/Wall Games: Volley

15 Forehand and backhand volley with a mature form and control using a shorthandled implement. PE.S1.M15.7

Net/Wall Games: Two-hand Volley

16 Two-hand volley with control in a dynamic environment. PE.S1.M16.7

Target Games: Throwing

17 Execute consistently a mature throwing pattern for target activity in a dynamic environment. PE.S1.M17.7

Target Games: Striking

18 Strike, with an implement, a stationary object for accuracy in a dynamic environment. PE.S1.M18.7

Fielding and Striking Games: Striking

19 Strike an object with an implement to open space in a variety of practice tasks in a dynamic environment. PE.S1.M19.7

Fielding and Striking Games: Catching

20 Catch, with a mature pattern, from different trajectories using a variety of objects in a dynamic environment. PE.S1.M20.7

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utdoor Pursuits/ Adventure Activities

21 Demonstrate correct technique for a variety of skills in one individual performance or outdoor activity. PE.S1.M21.7

Aquatics: Swim Skills

22 Demonstrate swim skills as described by the American Red Cross “Learn to Swim and Achieve” or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels. PE.S1.M22.7

The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.

Invasion Games: Creating Space (with movement)

1 Reduce open space by using locomotor patterns (e.g., walking, running, jumping, and landing, changing the size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, and reducing the distance between player and goal). PE.S2.M1.7

Invasion Games: Creating Space (with offensive tactics)

2 Execute in a practice task at least one of the following offensive tactics to create open space: stay spread on offense; use a variety of passes, pivots, and fakes; give and go. PE.S2.M2.7

Invasion Games: Reducing Space (changing the size and shape)

3 Reduce open space on defense by staying close to the opponent as he/she nears the goal. PE.S2.M3.7

Invasion Games: Reducing Space (using denial)

4 Reduce open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection. PE.S2.M4.7

Invasion Games: Transition

5 Transition from offense to defense or defense to offense by recovering quickly and communicating with teammates. PE.S2.M5.7

Net/Wall Games: Creating Space (through variation)

6 Create open space in net/wall games with either a long- or short-handled implement by varying force and direction and by moving opponent from side to side. PE.S2.M6.7

Net/Wall Games: Using Tactics and Shots

7 Select offensive shot based on opponent’s court or field position (i.e., hit where opponent is not). PE.S2.M7.7

Target Games: Shot Selection

8 Vary the speed and trajectory of the shot based on the location of the object in relation to the target. PE.S2.M8.7

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elding and Striking Games: Offensive Strategies

9 Use a variety of shots (e.g., line drive high arc) to hit the object into open space. PE.S2.M9.7

Fielding and Striking Games: Reducing Space

10 Analyze, refine, and apply defensive strategy based on the situation (e.g., number of outs). PE.S2.M10.7

Movement Concepts, Principles, and Knowledge

11 Explain Newton's Three Laws of Motion as applied to various physical activities. PE.S2.M11.7

Aquatics: Safety

12 Students for grades 6-8 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program. PE.S2.M12.7

The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge: Barriers

1 Evaluate personal barriers for maintaining a physically active lifestyle and create and implement a plan to eliminate those barriers. PE.S3.M1.7

Fitness Knowledge: Components

2 Differentiate between health-related and skill-related fitness. PE.S3.M2.7

3 Adjust physical activity based on quantity of exercise needed for a minimal health standard and optimal functioning based on current fitness level. PE.S3.M3.7

4 Describe and demonstrate the difference between dynamic and static stretches. PE.S3.M4.7

5 Identify exercises that are aerobic, anaerobic, muscular strength, and muscular endurance. PE.S3.M5.7

6 Describe overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness. PE.S3.M6.7

7 Design a warm-up and cool-down regimen for a self-selected physical activity. PE.S3.M7.7

8A Demonstrate how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise. PE.S3.M8A.7

8B Apply rates of perceived exertion to pacing. PE.S3.M8B.7

9 Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. PE.S3.M9.7

Assessment and Program Planning

10 Design and implement a program of remediation for two areas of improvement based on the results of health-related fitness assessment. PE.S3.M10.7

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11 Maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels and nutrition as documented in the log. PE.S3.M11.7

Nutrition: Healthy Nutritional Choices

12 Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. PE.S3.M12.7

Mindfulness and Stress Management

13 Practice strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise. PE.S3.M13.7

Knowledge Application

14A Engage in a variety of strength, endurance, and functional fitness activities. PE.S3.M14A.7

14B Reflect on inventory of physical fitness activities for each of the components of fitness (e.g., verbally, written, etc.). PE.S3.M14B.7

15 Reflect on personal participation in a variety of lifetime activities. PE.S3.M15.7

16 Participate in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week. PE.S3.M16.7

The student will exhibit responsible personal and social behavior that respects self and others.

Safety

1 Implement safety protocols within the learning environment with teacher guidance. PE.S4.M1.7

Social Awareness: Procedures and Protocols

2 Demonstrate knowledge of procedures and protocols by self-officiating and following parameters within a variety of learning environments (e.g., small-sided games, individual performance activities). PE.S4.M2.7

Social Awareness

3 Understand the effects of discrimination and stereotyping. PE.S4.M3.7

Self-management: Goal Setting

4 Reflect on the progress toward meeting the short-term (S.M.A.R.T.) goals and adjust the goal if needed. PE.S4.M4.7

Relationship Skills: Feedback

5 Provide and accept positive constructive feedback with a peer using clear communication skills, to improve performance using teacher-generated criteria. PE.S4.M5.7

Relationship Skills: Conflict Resolution

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Identify negotiation skills and conflict resolution strategies to resolve differences with minimal teacher guidance. PE.S4.M6.7

	Decision-making 7 Identify various factors, solutions, and outcomes that will influence decisionmaking. PE.S4.M7.7
The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	**Health and Wellbeing** 1 Compare and contrast the health benefits of participating in selected physical activities on overall health and well-being. PE.S5.M1.7
	Self-awareness and Self-management: Challenge and Growth Mindset 2 Integrate personal strengths, and respond in an optimistic way to individual challenges (e.g., extending, engagement, asking for help or feedback, and modifying the task) with minimal teacher guidance. PE.S5.M2.7
	Self-expression and Enjoyment 3 Explain how moving competently in a physical activity setting creates enjoyment. PE.S5.M3.7
	Self-expression and Enjoyment 4 Explain the relationship between selfexpression and lifelong enjoyment through physical activity. PE.S5.M4.7
	Social Interaction 5 Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates. PE.S5.M5.7
	Social Interaction 6 Explain how physical activity provides opportunities for increasing social interaction. PE.S5.M6.7