Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				K.1	The student will demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for locomotor, non-locomotor, and manipulative skills	a) Demonstrate a minimum of two critical elements used in the locomotor skills of walking, runing, jumping and landing, galloping, sliding, and skipping.	Identify personal space; deomonstrate self-control; move in different directions and levels without falling or contacting others; move in straight, curved, and zigzag pathways using locomotor movements (walk, run, leap, jump, hop, gallop, slide, climb, adn skip)
						b) Demonstrate a minium of two critical elements used in non-manipulative movements of bending, pushing, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling	Demonstrate axial movements such as stretch, shake, bend, twist, swing, turn, and sway
						c) Demonstrate a minimum of two critical elements used in manipulative skills	Perform activities such as toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, or volley with hand
						d) Demonstrate a minimum of two critical elements skills while moving	Explore tossing, catching and bouncing (with multiple bounces and claps)
						e) Deomonstrate moving to a rhythm, using basic rythmic patterns	Express themselves with creative movement to music such as through stories and shadowing, mimicking animals, shapes, and letters
				K.2	The student will demonstrate use of movement concepts of directions, levels, pathways, and effort (force and speed) while performing locomotor skills	Demonstrate a variety of relationships (including under, over, behind, in front of, next to, through, right left, up, down, forward, backward, and in front of	Will perform relationships such as under, over, behind, in front of, next to, through, right left, up, down, forward, backward, and in front of while walking, hopping, running, jumping and landing, galloping, sliding and skipping.
					Personal Fitness		
				K.3	The student will particpiate in moderate to vigorous physical activites that cause increased heart rate, breathing rate, and perspiration		Participate in moderate to vigorous physical activity on a daily basis that cause increased heart rate, breathing rate, and perspiration
					Responsible Behaviors		
				K.4	The student will use appropriate behaviors and safe practices in physcal activity setttings	a) Demonstrate good listening skills when learning procedures and receiving instruction	Be able to follow rules, procedures, and safe practices while showing proper listening skills
						b) Demonstrate ability to share, and be cooperative and safe with others	Work in a group setting and be able to resolve conflicts in socially acceptable ways
						c) Demonstrate an understanding of general personal space	Share space and equipment with others
					Physically Active Lifestyle		
				K.5	The student will participate in regular physical activity		Participate in moderate to vigorous physical activity on a daily basis that cause increased heart rate, breathing rate, and perspiration
				K.6	The student will explain why phsycal activity is good for health		Identify and describe efect of phyical activity on body such as breathing rate, locate the lungs and explain their purpose, and describe why sleep and rest are important

~~5th Grade~~

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Skilled Movement and Movement Principles		
				1.1	The student will continue to demonstate criticial elements (isoalated, small parts of whole skill or movement) locomotor, non-locomotor and manipulative skills	a) Demonstrate critical elements used in all locmotor skills	Practice moving in various directions and levels in large groups using different locomotor skills such as sliding, crawling, walking, hopping, etc without bumping into others or falling
						b) Demonstrate critical elements used in manipulative skills performed alone	Perform activities such as toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw under hand or overhand, and volley
						c) Demonstrate critical elements for manipulative skills while moving	Practice movement skills using a variety equipment
						d) Demonstrate basic tumbling sequences, on a mat, when appropriate, that contain a variety of balance, roll, transfer of weight, and flight	Perform rolling sideways without hesitating including right and left (pencil and log roll), backwards and forwards (rocking chair) and egg roll using various mats/wedges/tumbling aids
						e) Domonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills	Express themselves with creative movement to music such as through stories and shadowing, mimicking animals, shapes, and letters
						f) Demonstrate critical elements used in non-locomotor skills	Perform activities such as bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, balancing and rolling
				1.2	The student will demonstrate improvement in locomotor, non-manipulative, and manipulative skills while applying movement concepts	a) Demonstrate pathways, levels, tempo, force, directions, and relationships when performing locomotor, non-locomotor, and manipulative skills	Particpate in partner activities such as leand and following movements, mirroring, fleeing and chasing, tagging, and perfroming skills with/without signals that may or may not use a freeze componant
					Personal Fitness		
				1.3	The student will participate in sustained, moderate to vigorous physical activity that cause increased heart and respiration rates		Participate in moderate to vigorous physical activity on a daily basis that cause increased heart rate, breathing rate, and perspiration
				1.4	The student will identify changes in the body that occur during moderate to vigorous physical activity		Identify how regular physical activity strengthens the heart, lungs, and muscular system; the need for rest on the body; and identify healthy foods that enhance a healthy heart
					Responsible Behaviors		
				1.5	The student will apply, independently, safe and cooperative behaviors in physical activity settings		Use equipment and space safely and properly, treat others with respect, while following directions and resolve conflicts in socially acceptable ways
					Physically Active Lifestyle		
				1.6	The student will participate regularly in physical activities that require physical exertion and skill		Describe and select physical activities in the community or at home that provide oppurtunity for enjoyment and challenge

~~6th~~ Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				2.1	The student will continue to demonstate criticial elements (isoalated, small parts of whole skill or movement) locomotor, non-locomotor and manipulative skills	a) Demonstate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling	Practice a variety of movement skills using proper body form, power, accuracy, and follow through in actions such as throwing, kicking, punting, dribbling, and striking
						b) Demonstrate basic tumbling sequnces	Be able to execute basic sequences such as balance, roll, transfer of weight, and flight
						c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance or jump rope sequences	practice rhtymic sequences such as line, ribbon, folk, and circle dances or jump rope routines
				2.2	The student will apply the basic movement concepts to change performance of soalated, small parts of whole skill or movement) locomotor, non-locomotor and manipulative skills	a) Use the concept of relationships in dynamic movement situations	Perform activities such as over, under, around, in front of, behind, and through
						b) Use the concepts of spatial awareness (e.g. location, directions, levels) and effort (time, force, flow) in static and dynamic movement situations	Execute a movement sequence using shapes (creative dance), levels (high, medium, low), and pathways (zigzag, straight, curved, directional)
					Personal Fitness		
				2.3	The student will identify and particpate in physical activities that promote cardiorespiratory, muscular, and flexibility benefits		identify and execute physical activities that increase flexibility in shoulders, legs, and trunks; and develop muscular strength and endurance of the arms, shoulders, and back by hopping, jumping, hanging, etc
				2.4	The student will identify changes in the body that cocur during moderate to vigorous physical activity		Identify how regular physical activity strengthens the heart, lungs, and muscular system; the need for rest on the body; and identify healthy foods that enhance a healthy heart
					Responsible Behaviors		
				2.5	The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors		Use equipment and space safely and properly, display good sportsmanship, and treat others with respect
					Physically Active Lifestyle		
				2.6	The student will identify oppurtunities outside fo school and particpate in regular physical activities		Describe and select physical activities in the community or at home that provide oppurtunity for enjoyment and challenge

~~6th~~ Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				3.1	The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement actitvites	a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills	Execute throwing and catching a variety of objects (balls, bean bags, etc) kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner
						b) Use manipulative skills in movement combinations	Practice the key elements in manipulative skills such as eyes on target, follow through, opposite foot/weight transfer, body position, catch a rolled ball while moving, and dodging and moving in different pathways
						c) Moving to a rhythm	Perform simple dances in various formations, or develop and refine a creative educational dance or jump rope sequence that repeats
						d) Perform tumbling sequences with at least four non-manipulative movements.	Be able to execute movements such as egg rolls, log rolls, forward/backward rolls, bear walk, army walk
				3.2	The student will apply movment principles in increasingly complex movement activities	a) Apply the principles of relationships while moving in space and using non-manipulative and manipulative skills	Demonstrate key elements such as underhand throw, overhand throw, and catch and kick
						b) Apply the principles of relationships when working with a partner while moving	Participate in activities with a partner using equipment such as throwing and catching Z-balls, bean bags, chicken, and partner hoop activities
					Personal Fitness		
				3.3	The student will engage in a varitey of moderate and vigourous physical actitivites and describe how and why the body responds to the activites (e.g., physicological changes such as sweating, increased heart rate, increased respiration).		Describe the long term effects of physical activity on the heart and distinguish between aerobic and anaerobic activities
				3.4	The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.	a) Demonstrate independence and good use of time while practicing physical activity	Work independently and stay on task while demonstrating perseverence when not successful on the first try in learning new movement or skills
						b) Provide input into establishing rules and guidelines for behavior in physical activity settings	Identify components of games that can be modified to make the games and participants more successful and explanin the importance of basic rules in games and activities
						c) Work cooperatively with peers	Accept and respect differences and similarities in physical abilities of self and others
				3.5	The student will identify and participate in regular physical activities to improve skills and personal health	a) Select and participate in physical activities during unscheduled times at home, at school, or in the community	Identify and participate in oppurtunities in the school and community for regular participation in physical activity
						b) Identify one physical activity that he/she particpates in regularly for fitnes, enjoyment, and/or social interaction	Describe and select physical activities that provide for enjoyment and challenge and identify oppurtunities for participation in physical activity in the community

~~6th~~ Grade

6th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				4.1	The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities	a)Demonstrate proficiency in specialized locomoter, non-locomotor, and manipulateive skill combinations in games and modified sports activities	perform fundamental locomotor and bo dy control skills while participating in activites such as task stations, simple obstacle courses, dodging activites, following teacher cues, and story activies
						b) Moving to a rhythm	Demonstrate body control through various stationary balances on various body parts such as in a rhythmic dance, gymnastics, or jump rope routine
						c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer	perform rolling skills from different starting positions and demonstrate good body control as weight is transferred along and over equipment such as balance beams, vaulting equipment, step and benches
				4.2	The student will understand and apply movement concepts and principles in complex motor skills	a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills	Participate in dynamic activities that include speed and directional changes such as basketball or soccer dribbling. Participate in goal setting (based on previous performance) prior to movement skill challenge
						b) Apply movement principles and concepts to basic game strategies	
						c) Use movement principles to improve personal performance and provide feedback to others	Identify ways movement concepts can be used to refine movement skills such as time (reduce/increase speed), effort (attention to detail and repetitive practice), space (spread out, respect player position), relationships (peer assessment, player responsibility, team work).
						d) Use feedback, using available technology when feasible to improve performance	Apply changes to performance based on feedback from assessments, teachers, peers and self-analysis.
					Personal Fitness		
				4.3	The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.	Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).	Identify and deomsnstrate variety of exercises that promote flexibilt and participate in activities that develop muscular strength and endurance
					Responsible Behaviors		
				4.4	The student will demonstrate positive interactions with others in cooperative and competitive physical activities.	a) Work productively and respectfully with others in achiving a common group goal.	Work independently and stay on task while demonstrating effective communication and respect for the feelings of others during physical activity such as encourage others, allow others equal turns, and inviting others to participate

							b) Work toward positive solutions in resolving disagreements.	Use sportsmanship skills to settle disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all
							c) Demonstrate appropriate etiquette and application of rules and procedures.	Follow rules, procedures, and etiquette and respond to winning and losing with dignity and understanding
							d) Explore and discover the contributions various cultures have made to sport, dance , and recreational pursuits.	Identify contributions various cultures have made to sport, dance , and recreational pursuits.
						Physically Active Lifestyle		
					4.5	The student will identify opportunities and participate in regular physical activity at home, at school, and in the community.		Identify and participate in oppurtunities in the school and community for regular participation in physical activity

6th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				4.1	The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities	a)Demonstrate proficiency in specialized locomoter, non-locomotor, and manipulateive skill combinations in games and modified sports activities	perform fundamental locomotor and bo dy control skills while participating in activites such as task stations, simple obstacle courses, dodging activites, following teacher cues, and story activies
						b) Moving to a rhythm	Demonstrate body control through various stationary balances on various body parts such as in a rhythmic dance, gymnastics, or jump rope routine
						c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer	perform rolling skills from different starting positions and demonstrate good body control as weight is transferred along and over equipment such as balance beams, vaulting equipment, step and benches
				4.2	The student will understand and apply movement concepts and principles in complex motor skills	a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills	Participate in dynamic activities that include speed and directional changes such as basketball or soccer dribbling. Participate in goal setting (based on previous performance) prior to movement skill challenge
						b) Apply movement principles and concepts to basic game strategies	
						c) Use movement principles to improve personal performance and provide feedback to others	Identify ways movement concepts can be used to refine movement skills such as time (reduce/increase speed), effort (attention to detail and repetitive practice), space (spread out, respect player position), relationships (peer assessment, player responsibility, team work).
						d) Use feedback, using available technology when feasible to improve performance	Apply changes to performance based on feedback from assessments, teachers, peers and self-analysis.
					Personal Fitness		
				4.3	The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.	Identify the components of health-related fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).	Identify and deomsnstrate variety of exercises that promote flexibilt and participate in activities that develop muscular strength and endurance
					Responsible Behaviors		
				4.4	The student will demonstrate positive interactions with others in cooperative and competitive physical activities.	a) Work productively and respectfully with others in achiving a common group goal.	Work independently and stay on task while demonstrating effective communication and respect for the feelings of others during physical activity such as encourage others, allow others equal turns, and inviting others to participate

							b) Work toward positive solutions in resolving disagreements.	Use sportsmanship skills to settle disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all
							c) Demonstrate appropriate etiquette and application of rules and procedures.	Follow rules, procedures, and etiquette and respond to winning and losing with dignity and understanding
							d) Explore and discover the contributions various cultures have made to sport, dance , and recreational pursuits.	Identify contributions various cultures have made to sport, dance , and recreational pursuits.
						Physically Active Lifestyle		
					4.5	The student will identify opportunities and participate in regular physical activity at home, at school, and in the community.		Identify and participate in oppurtunities in the school and community for regular participation in physical activity

6th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				5.1	The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.	a) Demonstrate proficiency in locomotor, non-locomontor, and manipulative skill combinations in more complex environments and modified sports activities.	Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
						b) Perform tumbling sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow. (balance boards, beams, boxes, etc.)	Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.
						c) Perform different types of rhythm/dance sequences including American and international dances.	Perform rhythmic sequence such as tinikling, and line, ballroom, and folk dances and/or jump a rope using various rhythms and foot patterns repeatedly such as the bell, skier, scissors, and straddle.
				5.2	The student will understand and apply movement principles and concepts in complex movement activities.	a) Apply movement concepts of body, space, effort, and relationship to movement.	Demonstrate lowering the center of gravity for "ready position" in preparation to perform various movement skills.
						b) Apply principles of accuracy, force, and follow-through when projecting objects.	Demonstrate various elements of performance for different stages during skill learning such as form (bent knees, low center of gravity, arms straight), power (transfer of weight, force of impact) accuracy (line up with target (correct follow through), and consistency (correct repetitive action.)
						c) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g. body fakes, use of speed, change of direction, keeping body low while moving/guarding)	Demonstrate basic offensive and defensive tactics and strategies individually and in small-group combinations.
						d) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition)	Identify common phrases such as preparation, movement, follow through or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.
						e) Use feedback, including available technology, to improve performance.	Apply changes to performance based on feedback from assessments, teachers, peers and self-analysis.
					Personal Fitness		
				5.3	The student will describe short and long-term benefits of engaging in regular physical activity		Partipate in moderate to vigorous activity on a daily basis that develop health related fitness; identify appropriate fitness goals; and explain the value in participation in community physical activities
				5.4	The students will use personal fitness assessment to enhance understanding of physical fitness		Define the principle of frequency, intensity, and time and how to incorporate these to improve fitness; ability to self monitor heart rate during exercise, and relate ways that aerobic exercise strengthen and improves the efficiency of heart and lungs

						Responsible Behaviors		
					5.5	The student will particpate in establishing and maintaining a safe environment for learning physical activities.	a) Work independently and with others to improve learning during physical activity.	Describe how physical activity with a partner or partners can increase motivation and enhance safety; explain the concept and importance of teamwork
							b) Display appropriate cooperative and competitive behaviors.	Use sportsmanship skills to settle disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all
						Physically Active Lifestyle		
					5.6	The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).		Identify and participate in oppurtunities in the school and community for regular participation in physical activity

6th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				6.1	The student will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.	a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.	Demonstrate controlled balance in a variety of activities such as scooters, stabilities balls, tumbling, pyramids, rebounding and landing jumps.
						b) Demonstrate incorporating complex movement sequences to a rhythm.	Incorporate locomotor skills in physical activities such as task stations, fitness warm-up, sports psecific drills and rhythmic activities.
						c) Demonstrate skill in a variety of individual and team activities.	
				6.2	The student will apply movement principles and concepts to movement-skill performance.	a) Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed, and pathways.	Know that appropriate practice in static (standing long jump, lay-up) setting, attention (eye contact, verbal cues and response) and effort (body position, execution, follow through) are required when learning movement skills.
						b) Use feedback, using available technology when feasible [digital recordings], to improve skill performance.	Apply changes to performance based on feedback from assessments, teachers, peers and self-analysis.
						c) Initiate skill practice to improve movement performance, and apply principles of learning	Use drills to practice skill techniques prior to applying skills in a game situation.
						d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).	Use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.
					Personal Fitness		
				6.3	The student will use personal fitness data to improve physical fitness	a) Use measurement and assessment data (e.g. standardized assessments, Internet, software, Fitness Gram, heart rate monitors, pedometers) to develop goals for improvement in at least two fitness componants	Establish and monitor progress toward appropriate personal fitness goals using personal logs or group projects, orcriterion referenced tests and know to to use technological tools such as computer programs or apps, heart rate monitors, skin fold calipers, and impedance testing equipment
						b) Describe and apply basic principles of training and their relationship to implementing safe and progressive personal fitness programs	Identify each health related fintess cmponent and descirbe how particpating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness
					Responsible Behaviors		
				6.4	The student will work independently and with others in physical activity settings.	a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.	Accept successes and performance limitations of self and others, exhibit appropriate behavior responses, and handle conflicts that arise without confrontation
						b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.	Accesspt decisions made by game offiociasl suchas as students, teachers, and officials outside the school and promote good sportsmanship

6th Grade

							c) Follow rules and safety procedures.	Identify and follow rules while playing sports and games as well as participate in establishing rules that are safe and effective for everyone participating
							d) Use practice time to improve performance.	Recognize that improvement is possible with appropriate practice outside of practice/school time
						Physically Active Lifestyle		
					6.5	The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physcial activity.		Identify and participate in oppurtunities in the school and community for regular participation in physical activity

7th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				7.1	The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.	a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.	Use movement skills cooperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates.
						b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).	Perform appropriate speed and generation of force such as running sprints, pacing while running distance (800M or more), jumping, kicking and throwing an object (disc, balls, and/or frisbee)
						c) Demonstrate basic abilities and safety precautions in recreational pursuits.	Perform the proper sequence of steps in activities such as recreation (hiking, biking, rock wall climbing) activities
						d) Demonstrate moving to a rhythm in a selected dance such as folk, country, square, contemporary, and line dances and/or aerobic activity.	Participate in selected folk, country, square, line, creative, and/or aerobic activities and/or jump rope using various rhythms and foot patterns repeatedly (bell, skier, scissors, and straddle)
				7.2	The student will understand and apply movement principles and concepts.	a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).	Move appropriately in game situations including staying between opponent and goal, moving between opponent and the ball, positioning to execute a skill such as guarding in basketball, blocking in soccer and volleyball
						b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.	Describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability
						c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.	Apply basic offensive and defensive strategies while playing a modified version of a sport such as lead-up games for volleyball, basketball, soccer or softball.
						d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.	Recognize appropriate feedback for personal and partner's skill performance such as stepping with opposite foot when throwing.
						e) Identify similarities in movements across different physical activities (e.g., overhand throw, tennis serve, overhand volleyball serve, and overhead clear in badminton).	Explain and demonstrate similar movements within various sports such as overhand throw in softball and basketball, toss-up serve in tennis and volleyball, underhand pitch and bowling a ball.
					Personal Fitness		
				7.3	The student will apply concepts and principles of training to improve physical fitness	a) Identify safe practices for improving physical fitness	Use equipment safely and properly, select and use proper attire that promotes participation and prevents injury, and understand warm up and cool down exercises and their effect
						b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self selected components of health releated fitness	Particpate in a conditioning program that is appropriate for health related fitness, sport related fitness, or rhythmic activities

7th Grade

							c) Use a variety of resources, including technology, to monitor fitness improvement	Select and use appropirate technology tools to evaulate, monitor, and and improve physical development
							d) Explain the relationship between physical activity and body composition	Explain the effects of eating and exercise pattersns on weight control, self concept and physical performance and recognize the effects of substance abuse on personal health and performance in physical activity
						Responsible Behaviors	a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.	Accept decisions made by game officials such as student, teachers, and officials outside the school
					7.4	The student will work independently and with others in cooperatice and competitive physical activity settings.	b) Solve problems, accept appropropriate challenges, and resolve conflicts in a responsible manner.	Solve problems by analyzing causes and potential solutions
							c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.	Use peer interaction positively to enhance personal physical activity and safty such as encouraging friends and joining different teams
						Physically Active Lifestyle	a) Select and set goals, and participate in and outside of school in activities that help improve flexibilty, muscle strength and endurance, cardiovascular endurance, and body composition.	Particpate in games, sports, dance, and/or moderate to vigorous health related activites outside of school based on individual interests on a regular basis
					7.5	The student will select and participate in physical activity to produce health-related benefits.	b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.	Describe and predict the effects of fitness related stress management techniques on the body and be able to match personal p hysical activiites to health related fitness components
							c) Summarize the potential short and long term physical and emotional benefits of regular physical activity.	List long term physiological and pschological benefits that may result from regular particpiation of physical activity and assess the effects of exercise during and after physical activity

8th Grade

Quarter 1	2	3	4		Strand	Objectives	The Student is Expected To:
					Movement - Skilled, Principles and Concepts		
				8.1	The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.	Understand the need to remain physically active by participating in enjoyable activities through dance, team/individual sports or recreational activities	Participate in an appropriate dance, team/individual sport, or recreational activity
				8.2	The student will perform skills in several game/sport, dance, and recreational activities.	a) Use skill combinations competently in specialized versions of individual, dual, and team activities.	Create, modify and practice activities to improve performance such as practice with non-dominant hand, practice specific game situations (offensive pp 8)
						b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing).	Perform the proper sequence of steps in activities such as recreation (hiking, biking, rock wall climbing) activities
						c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).	Create and perform dance movements to various tempos including changes in speed, direction and flow.
				8.3	The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.	a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.	Demonstrate the modification of body movements to accomplish complex movements
						b) Apply biomechanical principles to understand and perform skillful movements.	Describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability
						c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.	Implement basic offensive and defensive strategies while playing a modified version of a sport such as volleyball, basketball, soccer or softball.
						d) Analyze skill patterns of self and partner.	Recognize appropriate feedback for personal and partner's skill performance such as stepping with opposite foot when throwing.
						e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.	Describe the skills used in a physical activity and explain the motor learning necessary to improve performance.
					Personal Fitness		
				8.4	The student will apply self-assessment skills to improve or maintian personal fitness	a) Self-ass his/her level of physical activity and personal fitness on all componants of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance of improvement	Particpate in a conditioning program that is appropriate for health related fitness, sport related fitness, or rhythmic activities
						b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement	Research family medical history and recognize trends, create or develop a plan of proper diet and exercise to recognize trends for a healthy lifestyle

							c) Use of vareity fo resources, using available technology when feasible [digital recordings], to assess, monitor, and improve personal fitness	Select and use appropirate technology tools to evaulate, monitor and improve physical development
							d) Demonstrate the ability to calculate resting and target heart rate	Properly perform how to calculate the resting and target heart rates on self and identify healthy ranges
							e) Monitor heart rate before, during, and after vigorous phyiscal activity	Identify healthy heart rates and how to properly monitor rates during different periods of activity
						Responsible Behaviors		
					8.5	The student will work independentaly and with others in a cooperative and competitive physical activity settings	a) Exhibit fair play, and act responsibly in a physical activity settings	Use movement skills coperatively with teammates to achieve team goals such as game strategies, playing positions, and backing up teammates while acting in a responsible manner and displaying good sportmanship regardless of the outcome
							b) Identify positve and negative effects of peer influence	Use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams
							c) Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers	Accept and respect differences and similarities in physical and cultural differences in self and others
						Physically Active Lifestyle		
					8.6	The student will demonstrate a physically active lifestyle, including activity withing and outside of the physical education setting	a) Participate regulalrly in health-enhancing and personally rewarding physical activity during unscheduled times	describe and select physcial activities that provide for enjoyment and challenge in the school and community that require participation.
							b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle	include warm up and cool down procedures regularly during exercise, monitor potentially dangerous environemental conditions such as wind, heat, cold, and insects, and recommend prevention and treatment