

GRADE 7

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. To do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

Benchmark 1-M-1: Demonstrates the ability to combine locomotor, non-locomotor, and manipulative skills.

GLEs

1-M-1.1 Perform locomotor and non-locomotor skills in dynamic fitness activities (e.g., group exercise with manipulatives, aerobics, circuits).

1-M-1.2 Perform locomotor and non-locomotor skills in sport (e.g., moving and changing directions based on opponents movement).

1-M-1.3 Demonstrate selected elements of the mature form of the manipulative skills of catching, passing, hand dribbling, shooting, volleying, and punting in isolated settings.

1-M-1.4 Demonstrate selected elements of sport specific skills focusing on moving, dribbling, passing, and shooting.

Benchmark 1-M-2: Exhibits basic strategies related to lead-up games.

GLE

1-M-2.1 Demonstrate offensive and defensive strategies used while playing a basic version of a team or individual sport (e.g., creating space, moving an opponent).

Benchmark 1-M-3: Demonstrates basic competency in more complex motor skills and more advanced specialized skills related to specific sports activities.

GLEs

1-M-3.1 Demonstrate use of strategies/tactics within a variety of physical activities (e.g., changing directions and faking to create space and maintain possession).

1-M-3.2 Combine skills competently to participate in modified versions of team and individual sports.

Benchmark 1-M-4: Demonstrates the ability to create and perform rhythmic movement pattern.

GLEs

1-M-4.1 Perform selected folk, country, square, line, creative, and/or aerobic dances.

1-M-4.2 Design rhythmic movement patterns or an aerobic routine with a partner/group using appropriate music

Benchmark 1-M-5: Demonstrates strategies for net and invasion games.

GLEs

1-M-5.1 Demonstrate use of selected tactical problems for both on-the-ball and object (e.g., seeing both the opponent with the object and the opponent you are guarding at the same time).

1-M-5.2 Place or maneuver ball or object to and away from multiple partners in a sport activity.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge that can be identified and applied to movement.

Benchmark 2-M-1: Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

GLEs

2-M-1.1 Demonstrate the ability to maintain static and dynamic balance while performing a task.

2-M-1.2 Analyze and correct movement errors in skills necessary to participate in manipulative activities.

2-M-1.3 Demonstrate competency in the mature form in all locomotor skills.

2-M-1.4 Identify and apply major concepts used in acquiring motor skills (feedback, relevant cues).

Benchmark 2-M-2: Demonstrates how practicing movement skills improves performance.

GLE

2-M-2.1 Modify performance utilizing feedback to improve execution.

Benchmark 2-M-3: Analyzes and applies advanced movement and game strategies.

GLEs

2-M-3.1 Identify and explain at least three tactics involved in playing an invasion sport.

2-M-3.2 Demonstrate selected use of tactical problems including scoring, defending object or person, preventing scoring, defending space as a team, and communicating during modified striking, invasion, and fielding games.

Benchmark 2-M-4: Recognizes and applies principles necessary for safe and skilled physical performance.

GLEs

- 2-M-4.1 Apply safety rules in all activities.
- 2-M-4.2 Follow safety procedures related to physical activity, equipment, facilities, environmental factors and takes responsibility for their own safety.
- 2-M-4.3 Describe and demonstrate proper warm-up and cool down procedures.

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmark 3-M-1: Identifies opportunities in the school and community for regular participation in physical activity.

GLEs

- 3-M-1.1 Develop a resource list related to the five components of health-related fitness within the community.
- 3-M-1.2 Identify opportunities close to home for participation in different kinds of activities using a participation log.

Benchmark 3-M-2: Explores a variety of new physical activities for personal interest in and out of physical education class.

GLEs

- 3-M-2.1 Identify personal interests, capabilities, and resources in regard to one's exercise behavior and attempt one new activity during the school year.
- 3-M-2.2 Participate in, and log, new physical activities both during and outside of school for the purpose of improving skill and health.

Benchmark 3-M-3: Establishes and pursues personal physical activity goals through regular physical activity.

GLEs

- 3-M-3.1 Identify personal factors inhibiting or promoting physical activity.
- 3-M-3.2 Establish short and long-term individual health-related fitness goals.
- 3-M-3.3 Participate in an individualized physical activity program designed with the help of the teacher.

3-M-3.4 Establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness.

Benchmark 3-M-4: Describes the elements of a healthy lifestyle.

GLEs

3-M-4.1 Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Identify the relationships among physical activity frequency, intensity and time.

3-M-4.4 Select and use appropriate technology tools to evaluate, monitor, and improve physical development.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

Benchmark 4-M-1: Participates in and sustains moderate to vigorous physical activity in a variety of settings.

GLEs

4-M-1.1 Utilize the target heart rate formula to calculate the target heart rate.

4-M-1.2 Participate in physical activity a minimum of 20 minutes, three or more times per week while staying in the target heart rate.

4-M-1.3 Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, and cardio respiratory functioning.

Benchmark 4-M-2: Develops individual goals for each of the health-related fitness components.

GLEs

4-M-2.1 Identify ways to achieve activity goals in an individual wellness plan.

4-M-2.2 Assess physiological indicators of exercise during and after physical activity using appropriate assessment tools.

4-M-2.3 Set realistic, measurable, and attainable goals for activities that will improve health-related fitness components.

Benchmark 4-M-3: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLEs

- 4-M-3.1 Use a journal to document the benefits of participation in physical activity.
- 4-M-3.2 Participate in a health-related fitness assessment such as Fitnessgram or comparable assessment.
- 4-M-3.3 Identify level of health-related components of fitness by using criterion-referenced health and fitness standards.

Benchmark 4-M-4: Analyzes and applies basic principles of training to improve health-related fitness principles.

GLEs

- 4-M-4.1 Demonstrate understanding of the principles of training (overload, progression, and specificity).
- 4-M-4.2 Identify ways to achieve activity goals in an individual wellness plan.
- 4-M-4.3 Include warm-up, cool-down, and training principles regularly during exercise; monitor potentially dangerous environmental conditions such as heat and cold.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Benchmark 5-M-1: Participates in cooperative activities in both leadership and follower roles.

GLEs

- 5-M-1.1 Demonstrate the ability to work without supervision
- 5-M-1.2 Work cohesively in a group by participating in team building activities.
- 5-M-1.3 Work cooperatively with peers in group or team activities.

Benchmark 5-M-2: Utilizes time effectively to complete assigned tasks.

GLEs

- 5-M-2.1 Use initiative and solves problems in physical activity settings.
- 5-M-2.2 Remain on task without close teacher monitoring.

Benchmark 5-M-3: Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

GLEs

5-M-3.1 Respect the rights of others in the class.

5-M-3.2 Demonstrate a positive attitude toward the teacher, class, and peers.

5-M-3.3 Distinguish between compliance and non-compliance with rules and regulations.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmark 6-M-1: Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

GLEs

6-M-1.1 Develop respect for other cultures by participating in role-playing activities that involve how different cultures view and participate in physical activity.

6-M-1.2 Recognize and describe the role of dance, sports, and physical activities in modern culture.

Benchmark 6-M-2: Recognizes commonalties and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

GLE

6-M-2.1 Compare and contrast similarities and differences in dance, games, and physical activities across different genders, cultures, ethnicities, abilities, and skill levels.

Benchmark 6-M-3: Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds (e.g., write a report on the history and their impact today).

GLEs

6-M-3.1 Describe how different sports, games, and dances have unique and distinct characteristics relevant to diverse cultures.

6-M-3.2 Participate in a sport, game, and/or dance as a means to interact with individuals of diverse backgrounds.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmark 7-M-1: Participates in challenging activities and in activities requiring the utilization of newly acquired skills.

GLE

7-M-1.1 Seek; participate in, log physical activity in informal settings that utilize skills and knowledge gained in physical education classes.

Benchmark 7-M-2: Identifies the social, emotional and physical benefits of participation in physical activities.

GLEs

7-M-2.1 Identify ways that regular participation in physical activities contributes to a healthy lifestyle.

7-M-2.2 Analyze selected physical experiences for social, emotional, and health benefits.

Benchmark 7-M-3: Demonstrates enjoyment from participation in physical activities.

GLEs

7-M-3.1 Display satisfaction when engaging in physical activity by participating outside of class time.

7-M-3.2 Record (in journal or log) likes and dislikes when participating in new activities.