

STANDARDS FOR PHYSICAL EDUCATION: GRADE 7

CATALINA FOOTHILLS SCHOOL DISTRICT

Standard 1: Motor Skills and Movement Patterns

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.7.1.1 Apply locomotor, non-locomotor, and manipulative skills (required: dribbling [hands and feet] – ball control, with an implement; shooting on goal; serving – underhand, overhand; striking [for accuracy and distance] – with a long implement: forehand, backhand) in a variety of modified games/sports (for example: small-sided; required: invasion games, net/wall games, target games, fielding/striking games) and practice tasks.

- apply mature form/pattern for passing and receiving (required: forearm pass, lead pass, give and go, with implement), volleying (required: set), as appropriate to practice tasks and games

PE.7.1.2 Perform correct rhythm(s) and pattern(s) for various dance forms (for example: hip hop, party dancing [Macarena, Cupid Shuffle, YMCA, Cha Cha Slide], decades [twist, bunny hop, the hustle], world dances [Latin dances: Salsa, Tango, Samba]).

PE.7.1.3 Combine movement skills (for example: throwing and catching, running with change of direction) in modified team and individual games/sports (for example: small-sided; required: invasion games, net/wall games, fielding/striking games) of increasing complexity.

PE.7.1.4 Perform basic offensive (required: pivot, fake, jab step) and defensive (required: drop step, sliding; athletic stance) skills while playing modified versions of team and individual games and sports.

Standard 2: Movement and Performance

The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

PE.7.2.1 Create and reduce space (controlling space) by using locomotor movements in combination with movement concepts (for example: varying force, direction, and moving opponent side to side; reducing the angle in the space, reducing distance between player and goal) offensive tactics (for example: pivots and fakes), and using width and length (for example: staying spread out) in a variety of modified games/sports and practice tasks.

- use a variety of shots to hit to open space, appropriate to the game/sport or practice task
- vary the speed and/or trajectory of the shot based on location of the object in relation to the target
- transition from offense to defense or defense to offense by recovering quickly

PE.7.2.2 Select the correct defensive play based on the situation.

PE.7.2.3 Apply Newton's laws of motion to various dance or movement activities.

Standard 3: Physical Activity and Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

PE.7.3.1 Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.

PE.7.3.2 Participate in a variety of cardiovascular, muscular strength, muscular endurance, and flexibility activities with teacher guidance.

- actively engage in a variety of aerobic fitness and strength activities
- demonstrate the difference between dynamic and static stretches
- participate in and analyze a variety of lifetime recreational individual, dual, and team activities

PE.7.3.3 Describe FITT formula (frequency, intensity, time, type) formula (overload principle) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.

- explain how perceived exertion can be used to determine work effort or intensity of exercise (Rate of Perceived Exertion (RPE) scale)

PE.7.3.4 Design and implement a program of remediation for two (2) areas of weakness based on the results of health-related fitness assessment.

- adjust physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level
- design a warm-up/cool-down regimen for a self-selected physical activity.
- maintain a physical activity and nutrition log for at least two weeks and reflect on activity levels as documented in the log (for example: *FitnessGram*, activity log) [ongoing during the year, not lesson specific]
- develop strategies to balance healthy food, snacks, and water intake, along with daily physical activity [Connect to Health]

PE.7.3.5 Practice strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. [Connect to Health]

Standard 4: Responsible Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.

PE.7.4.1 Exhibit responsible social behavior by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.

- provide corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills
- exhibit the fundamentals of good sportsmanship

PE.7.4.2 Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.

- problem-solve with a small group of classmates during small-group initiatives or game play

PE.7.4.3 Demonstrate knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance.

PE.7.4.4 Independently use physical activity and exercise equipment, appropriately and safely.

Standard 5: Value of Physical Activity

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

PE.7.5.1 Identify different types of physical activities and describe how each has a positive impact on overall physical and brain health. [Connect to Health]

- identify positive mental/emotional aspects of participating in a variety of physical activities [Connect to Health]

PE.7.5.2 Generate positive strategies (for example: offering suggestions/assistance, leading/following others) and provide possible solutions when faced with a group challenge.

PE.7.5.3 Explain the relationship between self-expression and lifelong enjoyment through physical activity.