

Physical Education 7th & 8th Grade

Units	Standards
<b>Cooperative Activities</b>	<ul style="list-style-type: none"> <li>- Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</li> <li>- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)</li> <li>- Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)</li> </ul>
<b>Tag</b>	<ul style="list-style-type: none"> <li>- Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)</li> <li>- Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)</li> <li>- Analyzes the empowering consequences of being physical active. (S5.M2.8)</li> <li>- Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)</li> </ul>
<b>Football</b>	<ul style="list-style-type: none"> <li>- Throws a mature pattern for distance or power-appropriate to the activity during small-sided game play. (S1.M2.8)</li> <li>- Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</li> <li>- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</li> <li>- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)</li> </ul>
<b>Archery</b>	<ul style="list-style-type: none"> <li>- Uses the 7 basic steps of archery to improve</li> <li>- Varies the speed, force and trajectory of the shot based on location of the object in relation to the target (S2.M9.8)</li> <li>- Implements safe protocols in self-selected outdoor activities. (S2.M13.8)</li> <li>- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</li> </ul>
<b>Lacrosse</b>	<ul style="list-style-type: none"> <li>- Catches using an implement in a dynamic environment or modified game play. (S1.M3.8)</li> <li>- Passes and receives with an implement in combination with locomotor patterns of running and change direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)</li> <li>- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</li> <li>- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</li> </ul>
<b>Tchoukball</b>	<ul style="list-style-type: none"> <li>- Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)</li> <li>- Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play. (S1.M3.7)</li> <li>- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)</li> <li>- Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)</li> </ul>

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<p><b>Fitness Concepts</b></p>	<ul style="list-style-type: none"> <li>- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)</li> <li>- Participates in physical activity 3 times a week outside of physical education class. (S3.M2.8)</li> <li>- Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)</li> <li>- Defines how the RPE Scale can be used to adjust workout intensity during physical activity. (S3.M13.8)</li> </ul>
<p><b>Fitness Testing</b></p>	<ul style="list-style-type: none"> <li>- Uses the overload principle (FITT formula) in preparing a personal workout.14 (S3.M11.8)</li> <li>- Describes the role of exercise and nutrition in weight management. (S3.M10.7)</li> <li>- Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming. (S3.M3.8)</li> <li>- Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day (S3.M5.8)</li> </ul>
<p><b>Basketball</b></p>	<ul style="list-style-type: none"> <li>- Executes the following offensive skills during small-sided game play: pivot, give &amp; go, and fakes. (S1.M8)</li> <li>- Executes the following offensive skills during small-sided game play: pivot, give &amp; go, and fakes. (S1.M8)</li> <li>- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give &amp; go. (S2.M2.8)</li> <li>- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</li> </ul>
<p><b>Fitness Intro</b></p>	<ul style="list-style-type: none"> <li>- Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. (S3.M1.8)</li> <li>- Compares and contrasts health-related fitness components. (S3.M7.8)</li> <li>- Designs and implements a warm-up/ cool-down regimen for a self-selected physical activity. (S3.M12.8)</li> <li>- Describes the relationship between poor nutrition and health risk factors. (S3.M17.8)</li> </ul>
<p><b>Gymnasitics</b></p>	<ul style="list-style-type: none"> <li>- Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)</li> <li>- Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</li> <li>- Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)</li> <li>- Describes and applies mechanical advantage(s) for a variety of movement patterns. (S2.M12.8)</li> </ul>
<p><b>Bowling</b></p>	<ul style="list-style-type: none"> <li>- Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)</li> <li>- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)</li> <li>- Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)</li> </ul>

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<p><b>Badminton</b></p>	<ul style="list-style-type: none"> <li>- Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)</li> <li>- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)</li> <li>- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)</li> <li>- Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)</li> </ul>
<p><b>Broomball</b></p>	<ul style="list-style-type: none"> <li>- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)</li> <li>- Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)</li> <li>- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</li> </ul>
<p><b>Fun Games</b></p>	<ul style="list-style-type: none"> <li>- Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)</li> <li>- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)</li> <li>- Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.M3.8)</li> <li>- Analyzes the empowering consequences of being physical active. (S5.M2.8)</li> </ul>
<p><b>CrossFit</b></p>	<ul style="list-style-type: none"> <li>- Discusses how enjoyment could be increased in self-selected physical activities. (S5.M4.8)</li> <li>- Plans and implements a program of cross-training to include aerobic, strength &amp; endurance and flexibility training. (S3.M4.8)</li> <li>- Employs a variety of appropriate static stretching techniques for all major muscle groups. (S3.M9.8)</li> <li>- Uses the overload principle (FITT formula) in preparing a personal workout.14 (S3.M11.8)</li> </ul>
<p><b>Volleyball</b></p>	<ul style="list-style-type: none"> <li>- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)</li> <li>- Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. (S1.M12.8)</li> <li>- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)</li> <li>- Two-hand-volleys with control in a small-sided game. (S1.M17.8)</li> </ul>
<p><b>Floor Hockey</b></p>	<ul style="list-style-type: none"> <li>- Dribbles with an implement with control, changing speed and direction during small-sided game play. (S1.M9.8)</li> <li>- Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. (S1.M10.8)</li> <li>- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)</li> <li>- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection. (S2.M5.8)</li> </ul>

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<p><b>Rugby</b></p>	<ul style="list-style-type: none"> <li>- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give &amp; go. (S2.M2.8)</li> <li>- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)</li> <li>- Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)</li> </ul>
<p><b>Golf</b></p>	<ul style="list-style-type: none"> <li>- Strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard or golf. (S1. M19.8)</li> <li>- Varies the speed, force and trajectory of the shot based on location of the object in relation to the target (S2.M9.8)</li> <li>- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</li> </ul>
<p><b>Baseball</b></p>	<ul style="list-style-type: none"> <li>- Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. (S1 M20.8)</li> <li>- Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. (S1.M21.8)</li> <li>- Identifies sacrifice situations and attempt to advance a teammate. (S2.M10.8)</li> <li>- Reduces open spaces in the field by working with teammates to maximize coverage. (S2.M11.8)</li> </ul>
<p><b>Tennis</b></p>	<ul style="list-style-type: none"> <li>- Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis. (S1.M13.8)</li> <li>- Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. (S1.M14.8)</li> <li>- Creates open space in net/wall games with either a long- or short-handled im- plement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.M7.8)</li> <li>- Varies placement, force and timing of return to prevent anticipation by opponent. (S2.M8.8)</li> </ul>
<p><b>Skateboarding</b></p>	<ul style="list-style-type: none"> <li>- Accepts responsibility for improving one's own levels of physical activity and fitness. (S4.M1.8)</li> <li>- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)</li> <li>- Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S1.M7.8)</li> <li>- Identifies and participates in an enjoyable activity that prompts individual self-expression. (S5.M5.8)</li> </ul>