



Fairbanks North Star Borough School District

# PHYSICAL EDUCATION CURRICULUM



**Grades 6 - 8**

**DRAFT FOUR: APRIL 6, 2016**

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# **INTRODUCTION FOR GRADES 6-8**

The 6-8 physical education classroom is an arena of safety, promoting success and expression through a variety of movement opportunities and challenges. Students will be given opportunities to experience and develop self-confidence and self-esteem while participating in a variety of developmentally appropriate activities which will contribute to enhancing skills for a healthy lifestyle.

# MOTOR SKILLS PROGRESSION

## GRADES 6-8

From the Society of Health and Physical Educators (SHAPE) Standards:

### STANDARD 1

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

Category	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Dribble (hand)</b>	Dribble a ball alternating right and left hands while moving and changing directions.	Dribble a ball with hands and change speed; change directions; dribble, stop, and pivot.	Dribble a ball with either hand in a game situation.
<b>Dribble (feet)</b>	Demonstrate control while dribbling with right and left foot.	<ul style="list-style-type: none"> <li>• Dribble and pass in a keep-away situation.</li> <li>• Keep control of the ball while avoiding contact with others.</li> </ul>	Dribble and keep a ball away from an opponent.
<b>Catch</b>	Catch an object while moving.	<ul style="list-style-type: none"> <li>• Catch objects of different sizes and weights while moving.</li> </ul>	Defend a goal by catching or deflecting.
<b>Kick</b>	Demonstrate a variety of kicks using a mature motor pattern.	<ul style="list-style-type: none"> <li>• Punt a ball toward a target.</li> </ul>	<ul style="list-style-type: none"> <li>• Punt a ball using a proper approach.</li> <li>• Use inside of foot to dribble and kick a leading pass to a partner.</li> </ul>
<b>Strike</b>	Strike a moving object using a variety of equipment.	<ul style="list-style-type: none"> <li>• Strike a tossed ball using a backhand motion.</li> <li>• Strike a ball toward a large target from an appropriate distance (e.g., golf, hockey).</li> <li>• Use equipment to dribble and shoot (e.g., hockey).</li> </ul>	<ul style="list-style-type: none"> <li>• Repeatedly strike a rebounding ball from a wall with hand or equipment, using forehand and backhand strokes, moving back to a ready position between strokes.</li> <li>• Use equipment to manipulate objects while using varied amounts of force and speed.</li> </ul>
<b>Throw</b>	Throw a variety of objects with accuracy toward a target, using a mature motor pattern.	Move in order to throw to a stationary partner while being guarded in a small group.	<ul style="list-style-type: none"> <li>• Shoot towards an appropriate height goal using proper form.</li> <li>• Throw a leading bounce or chest pass to a moving partner.</li> </ul>
<b>Volley</b>	Volley a tossed object, with control and accuracy back and forth to a partner with hands, arms, or equipment.	Move to volley a ball across a net to a partner, using a forearm or overhead pass.	Keep a ball in play over a net with a partner or group.

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<b>Jump</b>	<ul style="list-style-type: none"> <li>• Perform skills and/or use equipment while jumping a long rope.</li> <li>• Continuously jump rope while performing intermediate skills.</li> <li>• Jump over medium to high objects.</li> </ul>	Perform a sequence of intermediate jump rope skills.	Run and leap a series of medium-level obstacles without stopping.
<b>Rhythm</b>	Using mature movements, move in sequenced patterns while keeping time with music.	<ul style="list-style-type: none"> <li>• Follow an instructor's movements to music.</li> <li>• Jump and land as part of a dance creation.</li> </ul>	Design and perform gymnastic, dance, or jump rope sequence with smooth transitions between movements varying in force, flow, and speed.
<b>Locomotor</b>	Demonstrate appropriate locomotor techniques where required during an activity.	Purposefully use general space to create and deny space.	Move using different directions (e.g., forward, backward, sideways), paths (e.g., straight, curved, zigzag), and speeds in response to a game situation.
<b>Balance</b>	Use balancing skills in a variety of activities to enhance performance and safety.	Balance with partners using principals of counter-balance (e.g., pushing and pulling).	Balance in a variety of upright and inverted positions.
<b>Rolling</b>	Roll in different directions, speeds, and pathways, from different heights and positions.	<ul style="list-style-type: none"> <li>• On a mat, combine rolling, transfer of weight, jumping and landing, and balance to create a sequence.</li> <li>• Use different shapes to begin and end rolls.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll smoothly forward and backward.</li> <li>• Tuck, fall, and roll safely in physical activities.</li> </ul>
<b>Weight Transfer</b>	Combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus.	Demonstrate appropriate ways to transfer weight from feet to other parts of the body where required in physical activities.	Transfer weight off low apparatus using a variety of body actions.

## FNSBSD Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

The following terms are used throughout the standards:

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- **E = Emerging:** Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.
- **M = Maturing:** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes, which will continue to be refined with practice.
- **A = Applying:** Students can demonstrate the critical elements of the motor skills and knowledge components of the grade-level outcomes in a variety of physical activity environments.

## Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M1: Dance and Rhythms</b></p> <p><b>GLEs:</b> PE.A.4, 6</p>	<p><b>6:</b> Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance.</p> <p><b>7:</b> Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, or world dance.</p> <p><b>8:</b> Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.</p>	<p><b>6-8(A):</b> Dance and rhythms</p>
<p><b>Suggested Activities/Courses:</b> Zumba, Hip Hop, Latin, Swing, and Ballroom dances; jump rope routines; rhythmic gymnastics; synchronized swimming. A projector could be used with Xbox 360 Kinect, Wii console, DVDs, video streaming, or other media to project different forms of dance or rhythmic activities on a large screen or wall of the gym. Students would be able to follow instruction and replay difficult sections if necessary.</p> <p><b>Progression:</b> Teach small sections of dance without music then with music, continue to add new sections of dance after mastery of previous sections. Students would be coached by teacher beforehand to respect all skill levels and not make fun of each other. Guest presenters that are skilled in a particular rhythmic discipline could be brought into mentor the class. Students could use iPads (iPad minis) or video cameras, in small groups, to take pictures of each other to show progress or where improvements could be made. Once again, students would be coached to respect each other's skills before working together.</p>		

*Demonstrates competency in a variety of motor skills and movement patterns: E=Emerging; M=Maturing; A=Applying.*

STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M2: Games and Sports: Invasion Games</b> Throwing</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).</p> <p><b>7:</b> Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.</p> <p><b>8:</b> Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.</p>	<p><b>6-8(A):</b> Throwing</p>
<p><b>Suggested Activities/Courses:</b> 500 throwing game using a frisbee or ball and softball glove; <i>Ultimate Frisbee Hoops</i> game (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>); small-sided or modified games; situational game play drills in small groups (where to throw the ball in different game situations; throwing at or through a target (e.g., hula hoop, tire, cones).</p> <p><b>Progression:</b> Remind students of overhand throwing basics (e.g., non-throwing side hip-pocket and shoulder face target, fingers of non-dominant hand point to target, feet shoulder width apart, hold ball in throwing hand near ear and with bent elbow). Step forward with non-throwing foot, rotate hips then shoulders, move throwing elbow, wrist, and ball toward target, follow through by pointing throwing fingers toward target. Contrast with throwing frisbee (same side hip-pocket and shoulder face target, step with same side foot). Practice variety of throws such as throw through air with no bounces, throw with one bounce, throw grounders, throw to each side of receiver, and throw ahead of receiver. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M3: Games and Sports: Invasion Games</b> Catching</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> <p><b>7:</b> Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</p> <p><b>8:</b> Catches using an implement in a dynamic environment or modified game play.</p>	<p><b>6-8(A):</b> Catching</p>
<p><b>Suggested Activities/Courses:</b> 500 throwing game using different thrown objects (e.g., softball, baseball, frisbee, handball). Play small-sided or modified games, situational game play drills in small groups (where to throw the ball in different game situations).</p> <p><b>Progression:</b> Ready position with hands, feet, and body; move to meet ball (frisbee); pull ball (frisbee) into hands then body as you grab on; watch ball (frisbee) while getting ready to catch. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M4: Games and Sports: Invasion Games</b> Passing and Receiving</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.</p> <p><b>7:</b> Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.</p> <p><b>8:</b> Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games, such as lacrosse or hockey.</p>	<p><b>6(E):</b> Passing and receiving <b>7-8(M):</b> Passing and receiving</p>
<p><b>Suggested Activities/Courses:</b> <i>Rebound Ball</i> (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>) using rebounders or play off wall to practice catching from different angles of overhand thrown balls; <i>Pass and Catch Football Bingo</i> (PE Central); three-position pass patterns with football (PE Central); <i>Frisbee Keep-Away</i> (small group of 3-4 players per side); <i>Soccer Keep-Away</i> (small group of 3-4 players per side); basketball (PE Central) Purposeful and Fun Fitness Activities; <i>Lincoln Ave. Basketball</i> (PE Central); and <i>Ultimate Frisbee</i>.</p> <p><b>Progression:</b> Pass-practice with a partner(s); pass and receive with partner plus several defenders; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M5: Games and Sports: Invasion Games</b> Passing and Receiving (Moving Target)</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Throws, while stationary, a lead pass to a moving target.</p> <p><b>7:</b> Throws, while moving, a leading pass to a moving target.</p> <p><b>8:</b> Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.</p>	<p><b>6(E):</b> Passing and receiving with a moving target <b>7-8(M):</b> Passing and receiving with a moving target</p>
<p><b>Suggested Activities/Courses:</b> (Basketball) Partner passing drills, triangle passing drill, drive and dish drill, find the receiver drill; Half Court Passing Drills (<a href="http://www.coachesclipboard.net">www.coachesclipboard.net</a>); (Soccer) Section 4: Basic Skills - Passing, Receiving and Shooting (<i>National Soccer Coaches Association of America</i>: <a href="http://www.nscaa.com/education">www.nscaa.com/education</a>); <i>Ultimate Frisbee</i>.</p> <p><b>Progression:</b> Pass practice with a partner(s); practice with partner and several defenders; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M6: Games and Sports: Invasion Games</b> Offensive Skills GLEs: PE.A1-2</p>	<p><b>6:</b> Performs pivots, fakes, and jab steps designed to create open space during practice tasks. <b>7:</b> Executes at least one of the following designed to create open space during small-sided game play (pivots, fakes, jab steps). <b>8:</b> Executes at least two of the following to create open space during modified game play (pivots, fakes, jab steps, screens).</p>	<p><b>6(E):</b> Offensive skills <b>7(M):</b> Offensive skills <b>8(A):</b> Offensive skills</p>
<p><b>Suggested Activities/Courses:</b> (Basketball) Basketball drills; miscellaneous offensive drills (<a href="http://www.thecoachesclipboard.net">www.thecoachesclipboard.net</a>); (Soccer) Section 6: Introduction to Soccer Tactics (1v1) and Section 7: A Dynamic Teaching Model (5v5) (<a href="http://www.nscaa.com/education">www.nscaa.com/education</a>); <i>Ultimate Frisbee</i>. <b>Progression:</b> Skill practice with a partner(s); skill practice with partner and several defenders; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M7: Games and Sports: Invasion Games</b> Offensive Skills GLEs: PE.A.1-2</p>	<p><b>6:</b> Performs the following offensive skills without defensive pressure (pivot, give and go, fakes). <b>7:</b> Performs the following offensive skills with defensive pressure (pivot, give and go, fakes). <b>8:</b> Executes the following offensive skills during small-sided game play (pivots, give and go, fakes).</p>	<p><b>6 E:</b> Offensive skills <b>7-8 M:</b> Offensive skills</p>
<p><b>Suggested Activities/Courses:</b> (Basketball) Basketball drills; miscellaneous offensive drills (<a href="http://www.thecoachesclipboard.net">www.thecoachesclipboard.net</a>); (Soccer) Section 6: Introduction to Soccer Tactics (1v1) and Section 7: A Dynamic Teaching Model (5v5) (<a href="http://www.nscaa.com/education">www.nscaa.com/education</a>); <i>Ultimate Frisbee</i>. <b>Progression:</b> Skill practice with a partner(s); lead-up drills with 3-offense v 1-2 defenders; modified game play; small-sided game play; game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M8: Games and Sports: Invasion Games</b> Dribbling/Ball Control with Hands GLEs: PE.A.1-2</p>	<p><b>6:</b> Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. <b>7:</b> Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks. <b>8:</b> Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.</p>	<p><b>6-8(A):</b> Dribbling with hands</p>

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Dribble tag while using dominant then non-dominant hand; dribble relays; <i>Dribble Survivor</i> (dribble own ball while knocking other player's ball out of their control); basketball drills; Ball Handling and Dribbling Drills (<a href="http://www.coachesclipboard.net">www.coachesclipboard.net</a>); <i>Dribble Keep Away</i>.</p> <p><b>Progression:</b> Skill practice with a partner(s); lead-up drills; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M9: Games and Sports: Invasion Games</b> Dribbling/Ball Control with Feet</p> <p><b>GLES:</b> PE.A.1-2</p>	<p><b>6:</b> Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.</p> <p><b>7:</b> Foot dribbles or dribbles with an implement combined with passing in a variety of practice tasks.</p> <p><b>8:</b> Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.</p>	<p><b>6-8(A):</b> Dribbling with feet</p>
<p><b>Suggested Activities/Courses:</b> Dribble tag using dominant then non-dominant foot or using an implement to dribble; dribble relays; <i>Dribble Survivor</i> (dribble own ball while knocking other player's balls out of their control); weave passing drills; (Soccer) Section 3: Dribbling (<a href="http://www.ncaa.com/education">www.ncaa.com/education</a>); <i>Dribble Keep Away</i>.</p> <p><b>Progression:</b> Skill practice with a partner(s); lead-up drills; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M10: Games and Sports: Invasion Games</b> Shooting on Goal</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Shoots on goal with power in a dynamic environment as appropriate to the activity.</p> <p><b>7:</b> Shoots on goal with power and accuracy during small-sided game play.</p> <p><b>8:</b> Shoots on goal with power and accuracy during small-sided game play.</p>	<p><b>6-7(E):</b> Shooting on goal</p> <p><b>8(M):</b> Shooting on goal</p>
<p><b>Suggested Activities/Courses:</b> (Basketball) Basketball drills; shooting drills (<a href="http://www.thecoachesclipboard.net">www.thecoachesclipboard.net</a>); (Soccer) Section 4: Basic Skills- Receiving, Passing and Shooting (<a href="http://www.ncaa.com/education">www.ncaa.com/education</a>); Lacrosse.</p> <p><b>Progression:</b> Skill practice with a partner(s); lead-up drills; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M11: Games and Sports: Invasion Games</b> Defensive Skills <b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. <b>7:</b> Slides in all directions while on defense without crossing feet. <b>8:</b> Maintains defensive ready position appropriate to the sport in a small-sided invasion game.</p>	<p><b>6-7(E):</b> Defensive skills <b>8(M):</b> Defensive skills</p>
<p><b>Suggested Activities/Courses:</b> (Basketball) <i>Freeze Basketball Defense</i> (PE Central: <a href="http://www.pecentral.org">www.pecentral.org</a>); Basketball Drills - Defensive Drills (<a href="http://www.thecoachesclipboard.net">www.thecoachesclipboard.net</a>); (Soccer) Section 6: Introduction to Soccer Tactics (1v1), Section 7: A Dynamic Teaching Model (5v5) (<a href="http://www.ncaa.com/education">www.ncaa.com/education</a>).</p> <p><b>Progression:</b> Skill practice with a partner(s); lead-up drills; small-sided game play; modified game play when students are ready. Incorporate rules and etiquette of the games, remind students to be respectful of students with all skill levels.</p>		
<p><b>S1.M12: Games and Sports: Net/Wall Games</b> Serving <b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickle ball). <b>7:</b> Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball, pickle ball). <b>8:</b> Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, pickle ball). Students who have mastered previous outcomes may progress to consistently executing an overhand serve in volleyball.</p>	<p><b>6(E):</b> Serving <b>7(M):</b> Serving <b>8(A):</b> Serving</p>
<p><b>Suggested Activities/Courses:</b> Target serving practice with partner, aim serves at poly spots or hula hoops located at different places on court; (Serve Ten) each student serves ten times consecutively trying to aim at predetermined poly spots on floor then partner(s) take turn to serve.</p> <p><b>Progression:</b> (Volleyball) Work on consistent toss, follow through pointing hitting surface of hand at target, use consistent correct serve form to get skill into <i>motor memory</i>, and progress from target serving passing without a net to target serving over the net. (Badminton underhand Serve) Drop birdie, quick breath, swing (to allow slight delay before contacting birdie with racket), watch racket hit birdie, short underhand serve first to practice control and accuracy, and use more hip, shoulder, elbow and wrist flexion when serving long underhand. (Badminton net serves) These can be forehand or backhand, a quick flick of the wrist or a short drop shot can be used against opponent.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M13: Games and Sports:</b>  <b>Net/Wall Games</b>            Striking  <b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games (e.g., volleyball, handball, badminton, tennis).  <b>7:</b> Strikes, with a mature overarm pattern in a dynamic environment for net/wall games (volleyball, handball, badminton, tennis).  <b>8:</b> Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games (volleyball, handball, badminton, tennis, pickle ball, spike ball).</p>	<p><b>6-8(A):</b> Striking</p>
<p><b>Suggested Activities/Courses:</b> Practice for consistency by striking ball or shuttle against the wall, work individually or in small groups, practice hitting across the net with a stationary partner or small group; (20 Hits) put shuttle/ball into play then try to hit 20 hits back and forth over a net or line without stopping, modified game play with small teams.</p> <p><b>Progression:</b> Keep eyes on the ball/shuttle; stay on the balls of feet ready to move; return to center of court after each hit; return to player position area after ball contact in team games. Mature overarm striking movement very similar to overarm throw pattern. Step forward with opposite foot, rotate waist, then shoulder, move elbow, wrist, and racket toward target. Contact shuttle/ball when racket is facing target, then follow through with racket.</p>		
<p><b>S1.M14: Games and Sports:</b>  <b>Net/Wall Games</b>            Forehand and Backhand  <b>GLEs:</b> PE.A.2</p>	<p><b>6:</b> Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games (paddleball, pickle ball, short-handled racket tennis).  <b>7:</b> Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games (badminton, tennis).  <b>8:</b> Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games (pickle ball, tennis, badminton, paddleball).</p>	<p><b>6-7(E):</b> Forehand and backhand  <b>8(M):</b> Forehand and backhand</p>
<p><b>Suggested Activities/Courses:</b> Students use rackets to hit ball/shuttle against wall with same force and motion each time to practice consistent forehand or backhand striking motion; (Drill) hit back and forth to partner across net using forehand and backhand drives, clears/lobs and net shots.</p> <p><b>Progression:</b> Watch shuttle/ball hit racket; stay on balls of feet to always be ready to move to the next shot; return to “home position” on court after every shot. Contact shuttle/ball when racket is facing target, then follow through with racket before getting ready for next hit.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M15: Games and Sports:</b>  <b>Net/Wall Games</b>  Weight Transfer</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Transfers weight with correct timing for the striking pattern.  <b>7:</b> Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.  <b>8:</b> Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side.</p>	<p><b>6-7(E):</b> Weight transfer  <b>8(M):</b> Weight transfer</p>
<p><b>Suggested Activities/Courses:</b> Have each student hold a racket while straddling a line on the gym floor, toes of both feet point toward center of gym, the racket hand and foot should be farthest away from center of the gym, students can practice swinging rackets by holding racket behind line (away from center of gym) and starting with weight on back foot. While swinging, students transfer weight from back foot to front foot (from one side of the line to the other).</p> <p><b>Progression:</b> Practice without ball/shuttle while straddling line; straddle a line near a wall while attempting to hit forehand and backhand shots against wall (while practicing weight transfer); practice weight transfers while hitting across net with a partner. Keeps eyes on ball/shuttle, move to ready position (weight on back foot and racket hand behind line) before hitting each shot, follow through moving weight to front foot while racket moves towards target, racket face should be pointing at target when contact is made with shuttle/ball then finish follow through.</p>		
<p><b>S1.M16: Games and Sports:</b>  <b>Net/Wall Games</b>  Volley</p> <p><b>GLEs:</b> PE.A.1</p>	<p><b>6:</b> Forehand volleys with mature form and control using a short-handled implement.  <b>7:</b> Forehand and backhand volleys with a mature form and control using a short-handled implement.  <b>8:</b> Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.</p>	<p><b>6(E):</b> Volley  <b>7-8(M):</b> Volley</p>
<p><b>Suggested Activities/Courses:</b> (Drill) Hit back and forth to partner across net using forehand and backhand drives; clears/lobs and net shots.</p> <p><b>Progression:</b> Watch shuttle/ball hit racket; stay on balls of feet to always be ready to move to the next shot; return to <i>home position</i> on court after every shot. Contact shuttle/ball when racket is facing target, then follow through with racket before getting ready for next hit.</p>		
<p><b>S1.M17: Games and Sports:</b>  <b>Net/Wall Games</b>  Two-Hand Volley</p> <p><b>GLEs:</b> PE.A.1</p>	<p><b>6:</b> Two-hand volleys with control in a variety of practice tasks.  <b>7:</b> Two-hand volleys with control in a dynamic environment.  <b>8:</b> Two-hand volleys with control in a small-sided game.</p>	<p><b>6(E):</b> Two-hand volley  <b>7(M):</b> Two-hand volley  <b>8(A):</b> Two-hand volley</p>

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> The two-hand volley is more often used with a tennis racket because of the heavier weight of the racket and the need to use both arms to have enough strength to return ball with lots of force. Using a two-hand volley in badminton may make it more difficult for a player to be able to cover all parts of the court to hit a shot. Tennis Volley Drills (<a href="http://www.optimumtennis.net/tennis-volley-drills.htm">www.optimumtennis.net/tennis-volley-drills.htm</a>).</p> <p><b>Progression:</b> Use 10-foot line as out-of-bounds to help develop control of ball. Watch shuttle/ball hit racket; stay on balls of feet to always be ready to move to the next shot; return to <i>home position</i> on court after every shot. Contact shuttle/ball when racket is facing target, then follow through with racket before getting ready for next hit.</p>		
<p><b>S1.M18: Games and Sports: Target Games</b> Underhand Throw  <b>GLEs:</b> PE.A.2</p>	<p><b>6:</b> Demonstrates a mature underhand pattern for a modified target games (e.g., bowling, bocce, horseshoes). <b>7:</b> Executes consistently a mature underhand pattern for target games (e.g., bowling, bocce, horseshoes). <b>8:</b> Performs consistently a mature underhand pattern with accuracy and control for target games (e.g., bowling, bocce).</p>	<p><b>6-8(A):</b> Underhand throw</p>
<p><b>Suggested Activities/Courses:</b> Bowling, Bocce, horseshoes, beanbag toss.</p> <p><b>Progression:</b> Review concept of opposition (stepping with the opposite foot), weight transfer, orbit of the arm and follow through. Differentiate grips for different activities.</p>		
<p><b>S1.M19: Games and Sports: Target Games</b> Striking  <b>GLEs:</b> PE.A.2</p>	<p><b>6:</b> Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, golf). <b>7:</b> Strikes with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, golf). <b>8:</b> Strikes with an implement, a stationary object for accuracy, distance, and power in activities (e.g., croquet, golf).</p>	<p><b>6-7(M):</b> Striking <b>8(A):</b> Striking</p>
<p><b>Suggested Activities/Courses:</b> Croquet, shuffleboard, and golf.</p> <p><b>Progression:</b> Perform skill without implement; perform series of skills in proper order describing each one; perform skills with implement but not object; perform skills with implement and object; discuss how direction of object is influenced by variations in how the object is struck.</p>		

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S1.M20: Games and Sports: Fielding/Striking Games</b> Striking</p> <p><b>GLEs:</b> PE.A.1</p>	<p><b>6:</b> Strikes a pitched ball with an implement with force in a variety of practice tasks.</p> <p><b>7:</b> Strikes a pitched ball with an implement for power to open space in a variety of practice tasks.</p> <p><b>8:</b> Strikes pitched ball with an implement for power to open space in a variety of small-sided games.</p>	<p><b>6-8(A):</b> Striking</p>
<p><b>Suggested Activities/Courses:</b> Strike whiffle ball against a backstop (i.e., fence) from an underhand pitch from the side. Strike whiffle ball attached to a string that is swung by a partner in a level orbit. Strike whiffle ball pitched from in front.</p> <p><b>Progression:</b> (Discuss Stance) feet shoulder width, shoulders square; (Grip) line up the knuckles, bat above shoulder; (Step) toward the direction of intended hit; Adjust stance to hit to desired space. Rotate hips. Eyes on ball.</p>		
<p><b>S1.M21: Games and Sports: Fielding/Striking Games</b> Catching/Fielding</p> <p><b>GLEs:</b> PE.A.1-2</p>	<p><b>6:</b> Catches/fields an object with mature pattern, from different trajectories using a variety of objects in varying practice tasks.</p> <p><b>7:</b> Catches/fields an object with a mature pattern, from different trajectories using a variety of objects in a small-sided game play.</p> <p><b>8:</b> Catches/fields with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.</p>	<p><b>6-8(A):</b> Striking</p>
<p><b>Suggested Activities/Courses:</b> Ultimate Frisbee.</p> <p><b>Progression:</b> Use equipment to manipulate objects while using varied amounts of force and speed. Move in order to catch or throw in a game situation.</p>		
<p><b>S1.M22: Outdoor Pursuits</b></p> <p><b>GLEs:</b> PE.A.5</p>	<p><b>6:</b> Demonstrates correct technique for basic skills in at least one self-selected outdoor activity.</p> <p><b>7:</b> Demonstrates correct technique for a variety of skills in at least one self-selected outdoor activity.</p> <p><b>8:</b> Demonstrates correct technique for basic skills on at least two self-selected outdoor activities.</p>	<p><b>6(M):</b> Outdoor pursuits <b>7-8(A):</b> Outdoor pursuits</p>

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Basic instruction in any/all of the following activities: geocaching (orienteering using a GPS device), hiking, canoeing, kayaking, snowshoeing, ice skating, ropes course, cross-country skiing, and beginning wilderness skills.</p> <p><b>Progression:</b> Cover/discuss skills necessary to perform activity safely and properly. Proceed in a logical progression towards basic acquisition of activity/skill.</p>		
<p><b>S1.M23: Aquatics</b></p> <p><b>GLEs:</b> PE.A.3</p>	<p><b>6-8:</b> Preferably taught at all grade levels, however, availability of facilities might dictate when swimming and water safety are offered in the curriculum.</p> <p><b>6:</b> Demonstrate basic water readiness skills (e.g., face in water, front float, back float, treading water).</p> <p><b>6:</b> Demonstrates two different aquatic kicks using mature motor pattern (e.g., flutter kick, whip kick, dolphin kick, scissors kick).</p> <p><b>6:</b> Demonstrates two different arm pulls using mature motor pattern (e.g., front crawl, backstroke, elementary backstroke, breaststroke, butterfly stroke, side stroke).</p> <p><b>6:</b> Attempts beginning dives.</p> <p><b>7-8:</b> Demonstrate two swim strokes coordinating the kick and arm pull to make a mature motor pattern (e.g., front crawl, backstroke, elementary backstroke, breaststroke, butterfly stroke, sidestroke).</p> <p><b>7-8:</b> Demonstrate the use of rhythmic breathing while performing at least one swim stroke with mature motor pattern (e.g., front crawl, backstroke, elementary backstroke, breaststroke, butterfly stroke, side stroke).</p> <p><b>7-8:</b> Understand and use basic water safety and emergency rescue skills for both indoors and outside.</p> <p><b>7-8:</b> Learn about basic boating safety including the proper use life jackets and how to file a float plan.</p> <p><b>7-8:</b> Strategies for self-rescue when falling through ice.</p> <p><b>7-8:</b> Basic paddling skills (e.g., canoeing, kayaking, stand-up paddle boarding).</p>	<p>N/A</p>

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STANDARD 1	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Drills for targeted skills (e.g., high elbow arm recovery in front crawl stroke, water safety, ice safety, surface dives, rescue breathing/CPR/first aid overview); invite speaker/instructor from the Department of Natural Resources Office of Boating Safety; basic paddle instruction for canoes and kayaks (in pool); use of snorkeling equipment (e.g., mask, fins, snorkel); group water games (e.g., water polo).</p> <p><b>Progression:</b> Teach separate stroke kick, arm pull, and then combine kick and pull. Add rhythmic breathing instruction to coordinate with the rest of the stroke. Remind students to be respectful of each other when wearing swim clothes in pool. Allow students to wear t-shirts and shorts (or other swim cover-ups) over swimsuits if they feel the need. Be respectful of each other's swim skills.</p>		
<p><b>S1.M24: Individual Performance Activities</b></p> <p><b>GLEs:</b> PE.A.3</p>	<p><b>6:</b> Demonstrates correct technique for basic skills in at one self-selected individual-performance activity.</p> <p><b>7:</b> Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.</p> <p><b>8:</b> Demonstrates correct technique for basic skills in at least two self-selected individual performance activities.</p>	<p><b>6(M):</b> Individual performance activity</p> <p><b>7-8(A):</b> Individual performance activity</p>
<p><b>Suggested Activities/Courses:</b> Basic instruction in any/all of the following activities: Native Youth Olympics (NYO) skills, archery, badminton, curling, golf, gymnastics, martial arts/self defense, roller-skate/rollerblade, shuffleboard, skateboard, springboard diving, swimming, table tennis, track and field, wrestling.</p> <p><b>Progression:</b> Not all of these activities will be taught in physical education classes but it would be helpful to list safety skills necessary to participate or have information for students who are interested in learning more about each of these skills.</p>		

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## Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.M1: Games and Sports</b> Creating Space with Movement</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement (e.g., varying pathways, change of speed, direction, pace).</p> <p><b>7:</b> Reduces open space by using locomotor movements (e.g., walking, running, jumping, landing, changing size/shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance between player and goal).</p> <p><b>8:</b> Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.</p>	<p><b>6(E):</b> Creating space with movement</p> <p><b>7(M):</b> Creating space with movement</p> <p><b>8(A):</b> Creating space with movement</p>
<p><b>Suggested Activities/Courses:</b> These are examples of several sports where space is created with movement; (basketball) Footwork Drills (e.g., jump stop, reverse pivot-cut, forward pivot) Pick Drills; Motion Offense Drills (<a href="http://www.coachesclipboard.net">www.coachesclipboard.net</a>); (soccer) Section 4: Basic Skills Passing, Receiving and Shooting (<i>Nation Soccer Coaches Association of America</i>: <a href="http://www.nscaa.com/education">www.nscaa.com/education</a>).</p> <p><b>Progression:</b> Combining several locomotor movements in succession with applying varying pathways, speeds and directions; incorporate changing size and shape of body into previous skills in activities that reduce space and angles; incorporate previous skills into small-sided game play.</p>		

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STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.M2: Games and Sports</b> Creating Space with Offensive Tactics</p> <p><b>GLEs:</b> PE.B.1, 3-4</p>	<p><b>6:</b> Executes at least one of the following offensive tactics to create open space (e.g., moves to open space without the object, uses a variety of passes, pivots and fakes; Give and Go).</p> <p><b>7:</b> Executes at least two of the following offensive tactics to create open space (e.g., uses a variety of passes, pivots and fakes; Give and Go).</p> <p><b>8:</b> Executes at least three of the following offensive tactics to create open space (e.g., moves to create open space on and off the object; uses a variety of passes, fakes, and pathways; Give and Go).</p>	<p><b>6-8(E):</b> Creating space using offensive tactics</p>
<p><b>Suggested Activities/Courses:</b> (These are examples of several sports where space is created with movement) Basketball: Footwork Drills (e.g., jump stop, reverse pivot-cut, forward pivot), Pick Drills, Motion Offense Drills (<a href="http://www.coachesclipboard.net">www.coachesclipboard.net</a>); Soccer: Section 4 - Basic Skills Passing, Receiving and Shooting (<a href="http://www.nscaa.com/education">www.nscaa.com/education</a>); Ultimate Frisbee utilizes similar skills as basketball and soccer to create space.</p> <p><b>Progression:</b> Begin with activities that utilize tactics to create space without the object, then proceed to activities using the object. Increase the number of tactics expected of students as the progress.</p>		
<p><b>S2.M3: Games and Sports</b> Creating Space Using Width and Length</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Creates open space by using the width and length of the field/court on offense.</p> <p><b>7:</b> Creates open space by staying spread on offense, cutting and passing quickly.</p> <p><b>8:</b> Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.</p>	<p><b>6-7(E):</b> Creating space using width and length</p> <p><b>8(M):</b> Creating space using width and length</p>
<p><b>Suggested Activities/Courses:</b> (These are examples of several sports where space is created with movement) Basketball: Footwork Drills (e.g., weave), Pick Drills, Motion Offense Drills (<a href="http://www.coachesclipboard.net">www.coachesclipboard.net</a>); Soccer: Section 4 - Basic Skills Passing, Receiving and Shooting (<a href="http://www.nscaa.com/education">www.nscaa.com/education</a>).</p> <p><b>Progression:</b> Utilize activities that create open space utilizing the full playing area. Utilize activities that encourage spreading the offense. Incorporate offensive aspects to defensive drills.</p>		

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STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.M4: Games and Sports</b> Reducing Space by Changing Size and Space</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Reduces open space on defense by making the body larger and reducing passing angles.</p> <p><b>7:</b> Reduces open space on defense by staying close to the opponent as he/she nears the goal.</p> <p><b>8:</b> Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3<sup>rd</sup>-party perspective).</p>	<p><b>6(E):</b> Reducing space by changing space and size</p> <p><b>7(M):</b> Reducing space by changing space and size</p> <p><b>8(A):</b> Reducing space by changing space and size</p>
<p><b>Suggested Activities/Courses:</b> These are examples of several sports where space is reduced by changing size and space (e.g., basketball, soccer, Ultimate Frisbee). Incorporate defensive aspects to offensive drills.</p> <p><b>Progression:</b> Utilize activities that promote reducing open space on defense; utilize activities that promote staying close to opponent while on defense; utilize activities that maximize defensive skills that promote defenders staying between offensive player and the goal.</p>		
<p><b>S2.M5: Games and Sports</b> Invasion Games (Reducing Space, Using Denial)</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.</p> <p><b>7:</b> 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.</p> <p><b>8:</b> 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.</p>	<p><b>6-8(E):</b> Reducing space using denial</p>
<p><b>Suggested Activities/Courses:</b> (Drills) attempt to move in direction of goal, move to open spaces, stay between offensive player and goal, use hands, feet, stick or body to prevent a pass or scoring attempt.</p> <p><b>Progression:</b> Utilize activities that deny a player catching the object; utilize activities that deny a player throwing the object; utilize activities that promote anticipation of the trajectory of the object with the intent to intercept or deflect.</p>		
<p><b>S2.M6: Games and Sports</b> Transitions</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Transitions from offense to defense or defense to offense by recovering quickly.</p> <p><b>7:</b> Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates.</p> <p><b>8:</b> Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.</p>	<p><b>6(E):</b> Transitions</p> <p><b>7(M):</b> Transitions</p> <p><b>8(A):</b> Transitions</p>

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STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Lacrosse, soccer, and basketball.</p> <p><b>Progression:</b> Create an open space to receive a pass in a game setting, pass a variety of objects to a partner while in motion, perform a give and go with a partner under defensive pressure.</p>		
<p><b>S2.M7: Net/Wall Games</b> Creating Space Through Variation</p> <p><b>GLES:</b> PE.B.1, 4</p>	<p><b>6:</b> Creates open space in net/wall games with short-handled implement by varying force and direction.</p> <p><b>7:</b> Creates open space in net/wall games with long-handled implement by varying force and direction, and moving opponent from side to side.</p> <p><b>8:</b> Creates open space in net/wall games with a long- or short-handled implement by varying force or direction or by, moving opponent side-to-side and/or forward and back.</p>	<p><b>6-7(E):</b> Creating space through variation</p> <p><b>8(M):</b> Creating space through variation</p>
<p><b>Suggested Activities/Courses:</b> Ping pong, paddle ball, pickle ball.</p> <p><b>Progression:</b> Utilize drills that promote shots with varying force and direction; utilize drills that force an opponent out of midcourt position; utilize drills that diversify placement, force and direction of object.</p>		
<p><b>S2.M8: Net/Wall Games</b> Creating Space Using Tactics and Shots</p> <p><b>GLES:</b> PE.B.1, 4</p>	<p><b>6:</b> Reduces offensive options for opponents by returning to midcourt position.</p> <p><b>7:</b> Selects offensive shot based on opponent's location (hit where opponent is not).</p> <p><b>8:</b> Varies placement, force, and timing of return to prevent anticipation by opponent.</p>	<p><b>6-8(E):</b> Creating space using tactics and shots</p>
<p><b>Suggested Activities/Courses:</b> (Shadow Badminton/tennis/other racket sports) practice hitting and returning to <i>home base</i> midcourt position after each hit (without the use of shuttle or ball); (Wall Rally Drills) can be used for badminton or other paddle sports using balls, hit shuttle or ball against wall and move to try to retrieve after each shot hit against wall, vary placement and force of hits.</p> <p><b>Progression:</b> Utilize drills that promote students leaving and returning to <i>home base</i> midcourt position; utilize drills that force an opponent out of midcourt position; utilize drills that diversify placement, force and direction of object.</p>		

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STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.M9: Target Games</b> Shot Selection</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Selects appropriate shot and/or club-based on location of the object in relation to the target.</p> <p><b>7:</b> Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.</p> <p><b>8:</b> Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.</p>	<p><b>6-7(E):</b> Shot selection</p> <p><b>8(M):</b> Shot selection</p>
<p><b>Suggested Activities/Courses:</b> (Badminton/other racquet sports) multiple shuttles, overhead shots, and net play (<a href="http://www.badminton-information.com">www.badminton-information.com</a>); (Golf) use indoor mats/tees and aim for different lines on gym floors depending on club used; (Archery) practice shot selection at close range for beginners, student can practice basic bowling skills using the Wii bowling games. Students can use iPads with different apps to take each other's pictures to help assess most skills in target games. Golf stroke app example is <i>Hudl Technique Golf: Swing Analysis</i> on iTunes; new apps are being developed all the time and can easily be found on iTunes.</p> <p><b>Progression:</b> Pay attention to grip, stance, where eyes are focused, force applied to object, and follow through pointing at target.</p>		
<p><b>S2.M10: Fielding/Striking Games</b> Offensive Strategies</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Identifies open spaces and attempts to strike object into that space.</p> <p><b>7:</b> Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.</p> <p><b>8:</b> Identifies sacrifice situations and attempts to advance a teammate.</p>	<p><b>6-8(E):</b> Offensive strategies</p>
<p><b>Suggested Activities/Courses:</b> Singles Badminton Strategies (<a href="http://www.badminton-information.com">www.badminton-information.com</a>); (Badminton) warm-up opponent skill assessment, hit different kinds of shots and in different locations on court to identify opponent's weak areas; (Softball) fielding balls hit by teacher or more skilled students, small group (4-6 players) drills practicing variety of shots, larger group drills practicing skills with 3-4 runner offense(sacrifice situations and attempts to advance teammate) and the rest of the class as defense.</p> <p><b>Progression:</b> Students verbally or physically identify open spaces in various activities; students attempt to project object into open space in a variety of activities; students identify verbally or in game situations sacrifice situations (softball, kickball).</p>		

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STANDARD 2	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S2.M11: Fielding/Striking Games</b> Reducing Space</p> <p><b>GLEs:</b> PE.B.1, 4</p>	<p><b>6:</b> Identifies the correct defensive play based on the situation (e.g., number of outs).</p> <p><b>7:</b> Selects the correct defensive play based on the situation (e.g., number of outs).</p> <p><b>8:</b> Reduces open spaces in the field by working with teammates to maximize coverage.</p>	<p><b>6-7(E):</b> Reducing space</p> <p><b>8(M):</b> Reducing space</p>
<p><b>Suggested Activities/Courses:</b> Softball drills; softball infield drill; team infield drills; basic softball drills (backup); softball practice drills; Beat Ball; Bases Loaded Force Out Play (<a href="http://www.softballperformance.com">www.softballperformance.com</a>); Lacrosse.</p> <p><b>Progression:</b> Verbally identifies the correct defensive play based on the situation; performs the correct defensive play based on the situation; identifies the advantages of reducing open space in order to contain/limit the opponents offense (e.g., softball, Lacrosse).</p>		
<p><b>S2.M12: Individual Performance</b> Movement Concepts</p> <p><b>GLEs:</b> PE.B.1</p>	<p><b>6:</b> Varies application of force during dance or gymnastic activities.</p> <p><b>7:</b> Identifies and applies Newton’s law of motion to various dance or movement activities.</p> <p><b>8:</b> Describes and applies the mechanical principles for a variety of movement patterns.</p>	<p><b>6-7(E):</b> Individual pursuits, movement concepts</p> <p><b>8(M):</b> Individual pursuits, movement concepts</p>
<p><b>Suggested Activities/Courses:</b> Step aerobics, dance, and other movement activities.</p> <p><b>Progression:</b> Demonstrates how force affects movement by performing a partnered dance with a leaders and follower. Can define Newton’s laws of motion.</p>		
<p><b>S2.M13: Outdoor Pursuits</b> Movement Concepts</p> <p><b>GLEs:</b> PE.B.6</p>	<p><b>6:</b> Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others.</p> <p><b>7:</b> Analyzes the situation and makes adjustments to ensure safety of self and others.</p> <p><b>8:</b> Implements safe protocols in self-selected outdoor activities.</p>	<p><b>6-7(E):</b> Outdoor pursuits, movement concepts</p> <p><b>8(M):</b> Outdoor pursuits, movement concepts</p>
<p><b>Suggested Activities/Courses:</b> Cross-country skiing, snowshoeing, wall climbing, and ice skating.</p> <p><b>Progression:</b> Can recognize an unsafe situation during a skiing, climbing, or adventure game activity. Can suggest and implement a corrective action for an unsafe action.</p>		

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### Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

The intent of this standard is development of students' knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

**Note: It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.**

STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.M1: Physical Activity Knowledge</b></p> <p><b>GLEs:</b> PE.C.1, D.2</p>	<p><b>6:</b> Describes how being physically active leads to a healthy body.</p> <p><b>7:</b> Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p><b>8:</b> Identifies the five components of health-related fitness (e.g., muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.</p>	<p><b>6-7(M):</b> Physical activity knowledge</p> <p><b>8(A):</b> Physical activity knowledge</p>
<p><b>Suggested Activities/Courses:</b> Five for Life Curriculum; FITT Principle (Frequency, Intensity, Time and Type); systems of the bod; fitness related activities; behavior logs.</p> <p><b>Progression:</b> Describe the benefits and barriers of physical activity. Identify the five components of physical fitness and describe the importance of physical fitness to overall well-being. Identify activities that develop each component. Develop a basic fitness program that targets each of the components.</p>		

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.M2: Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.D.4</p>	<p><b>6-8:</b> Students will be presented with local activities they can participate in that utilize skills and fitness learned in class.</p>	<p><b>6-8(M):</b> Students will identify physical activities they can participate in outside of the school setting</p>
<p><b>Suggested Activities/Courses:</b> Students will be encouraged to participate in physical activity/fitness outside of school. Some suggested activities include: Healthy Futures Program for Middle School (<a href="http://www.healthyfuturesak.org">www.healthyfuturesak.org</a>); Play Everyday Campaign (<a href="http://dhss.alaska.gov/dph/PlayEveryDay">http://dhss.alaska.gov/dph/PlayEveryDay</a>); NFL’s Fuel Up and Play 60 (<a href="http://www.fueluptoplay60.com">www.fueluptoplay60.com</a>); Let’s Move Active Schools Program (<a href="http://www.letsmoveschools.org">www.letsmoveschools.org</a>); participates in recreational, intramural and/or club team/individual sports; participates in individual recreational activities such as skateboarding, bicycling, and swimming; participates in fitness classes; participates in self defense/martial arts classes; participates in local races and/or events.</p> <p><b>Progression:</b> Provide students with the fitness/movement skills necessary to be successful in physical activity outside of the school setting.</p>		
<p><b>S3.M3: Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.D.4</p>	<p><b>6:</b> Experiences a variety of aerobic, strength and endurance-fitness activities.</p> <p><b>7-8:</b> Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.</p>	<p><b>6-8(M):</b> Students will identify physical activities they can participate in outside of the schools setting</p>
<p><b>Suggested Activities/Courses:</b> Students will be encouraged to participate in physical activity/fitness outside of school. Some suggested activities include: walking family dog, join local fun walks/runs, swim for fitness, uses family home fitness equipment (e.g., treadmill, stationary bike, resistance bands, weight equipment, aerobic fitness/movement DVD’s, streaming videos), and participates in aerobic fitness classes.</p> <p><b>Progression:</b> Students build on skills and knowledge learned from physical education classes.</p>		

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.M4: Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.C.2, 4; D.4-5</p>	<p><b>6:</b> Participates in a variety of strength/aerobic-fitness activities using technology such as Wii's Dance Revolution or Wii Fit.</p> <p><b>7:</b> Participates in a variety of strength and endurance-fitness activities such as weight or resistance training utilizing technology.</p> <p><b>8:</b> Plans and implements a program which may include the use of technology, aerobic, strength and endurance, and flexibility.</p>	<p><b>6-8(M):</b> Students demonstrate skill acquisition in activities using teacher or student selected activities</p>
<p><b>Suggested Activities/Courses:</b> Uses family home fitness equipment (e.g., treadmill, stationary bike, weight equipment, Wii-Fit, aerobic fitness/movement DVD's, streaming videos); participates in aerobic fitness classes; uses phone, iPad, and/or computer apps to monitor aerobic fitness, strength, endurance, and flexibility.</p> <p><b>Progression:</b> Students build on skills and knowledge from physical education classes.</p>		
<p><b>S3.M5: Engages in Physical Activity</b></p> <p><b>GLEs:</b> PE.D.4</p>	<p><b>6:</b> Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities.</p> <p><b>7:</b> Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities.</p> <p><b>8:</b> Recognizes the value of participating in a variety of self-selected lifetime activities outside of the school day (e.g., recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance).</p>	<p><b>6-8(M):</b> Students will identify physical activities they can participate in outside of the school setting</p>
<p><b>Suggested Activities/Courses:</b> Students will be encouraged to participate in individual, club-team, recreational, and/or dual team physical activity/fitness outside of school (e.g., recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, hockey, basketball, volleyball, softball, curling, dance, cross country skiing, jogging, hiking, swimming, golf, martial arts, tennis, badminton). Participation in <i>Healthy Futures</i> Program (<a href="http://www.healthyfuturesak.org">www.healthyfuturesak.org</a>).</p> <p><b>Progression:</b> Students learn basic sport skills, rules, and game-play strategies in physical education classes at school that will enable them to successfully continue participation in physical activity outside of school.</p>		

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.M6: Fitness Knowledge</b> GLEs: PE.D.4</p>	<p><b>6-8:</b> Students understand that a healthy lifestyle requires participation in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day, as recommended by the Surgeon General. Students are encouraged to participate in a minimum of 60 minutes of moderate to vigorous muscle and bone strengthening physical activity every day.</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge</p>
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> Curriculum or other fitness programs. <b>Progression:</b> Follow the guidelines in the <i>Five for Life</i> program or other chosen fitness program.</p>		
<p><b>S3.M7: Fitness Knowledge</b> GLEs: PE.D.2</p>	<p><b>6:</b> Identifies the components of skill-related fitness. <b>7:</b> Distinguishes between health- and skill-related fitness. <b>8:</b> Compares and contrasts health- and skill-related fitness components.</p>	<p><b>6-8(M):</b> Demonstrates skill related fitness knowledge</p>
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> curriculum. <b>Progression:</b> Present students with proper form/technique. Increase intensity level as skill/fitness level improves. Combine multiple movement patterns.</p>		
<p><b>S3.M8: Fitness Knowledge</b> GLEs: PE.C.2-3; D.1, 3, 5</p>	<p><b>6:</b> Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. <b>7:</b> Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level. <b>8:</b> Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge, understands self-selected goals as it applies to current fitness level and desired outcomes</p>

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> curriculum or other fitness programs.</p> <p><b>Progression:</b> Present students with proper form/technique. Increase intensity level as skill/fitness level improves. Combine multiple movement patterns.</p>		
<p><b>S3.M9: Fitness Knowledge</b></p> <p><b>GLEs:</b> HLA.1-2, 6</p>	<p><b>6:</b> Employs correct techniques and methods of stretching.</p> <p><b>7:</b> Describes and demonstrates the difference between dynamic and static stretches.</p> <p><b>8:</b> Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge as it applies to stretching</p>
<p><b>Suggested Activities/Courses:</b> Yoga activities; dynamic stretching; static stretching.</p> <p><b>Progression:</b> Present students with proper form/technique. Increase intensity level as skill/fitness level improves. Combine multiple movement patterns.</p>		
<p><b>S3.M10: Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.D.2</p>	<p><b>6:</b> Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.</p> <p><b>7:</b> Describes the role of exercise and nutrition in weight management.</p> <p><b>8:</b> Describes the role of a variety of fitness-related concepts (e.g., aerobic/anaerobic capacity, muscular strength/endurance, nutrition/weight management, flexibility/injury prevention).</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge and fitness concepts</p>
<p><b>Suggested Activities/Courses:</b> Nutrition logs and caloric intake activity.</p> <p><b>Progression:</b> Can define physically active lifestyle. Can identify challenges (barriers) to maintain a physically active lifestyle and can list solutions.</p>		

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<p><b>S3.M11: Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.C.2; D.5</p>	<p><b>6:</b> Identifies each of the components of the overload <i>FITT</i> formula principle (i.e., frequency, intensity, time, type) for different types of physical activity (e.g., aerobic, muscular fitness, flexibility).</p> <p><b>7:</b> Describes the overload <i>FITT</i> formula principle for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.</p> <p><b>8:</b> Uses the overload <i>FITT</i> formula principle in preparing a personal workout.</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge as it applies to the <i>FITT</i> formula principle</p>
<p><b>Suggested Activities/Courses:</b> Utilize the <i>FITT</i> formula in a variety of fitness activities to enhance health and prevent disease.</p> <p><b>Progression:</b> Progression should take into consideration the development of the individual. Acquire information about and then participate in fitness activities designed to improve health and prevent diseases.</p>		
<p><b>S3.M12: Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.C.2</p>	<p><b>6:</b> Describes the role of warm-up/cool-down regimen for a self-selected physical activity.</p> <p><b>7:</b> Designs a warm-up/cool-down regimen for a self-selected physical activity.</p> <p><b>8:</b> Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge applications for warm-up/cool-down.</p>
<p><b>Suggested Activities/Courses:</b> Incorporate warm-up and cool-down components into physical activity as well as develop the ability to explain the importance of this type of regimen.</p> <p><b>Progression:</b> Describe concepts and then apply concepts to fitness program.</p>		
<p><b>S3.M13: Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.D.1</p>	<p><b>6:</b> Defines resting, maximum, and target heart rates, and describe its relationship to aerobic fitness and the <i>Borg Rating of Perceived Exertion</i> scale (RPE).</p> <p><b>7:</b> Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.</p> <p><b>8:</b> Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.</p>	<p><b>6-8(M):</b> Demonstrates fitness concepts that relate to the <i>Borg Rating of Perceived Exertion</i> scale (RPE) and heart rate. Students compare the perceived rate of exertion to the actual target heart rate.</p>

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Monitor heart rate before, during, and after various intensity levels of physical activity.</p> <p><b>Progression:</b> Gain the ability to self-monitor heart rate. Determine target heart rate. Understand the RPE scale. Describe perception versus actual exertion. Adjust workout intensity to match target heart rate and align perceived exertion with actual exertion.</p>		
<p><b>S3.M14: Fitness Knowledge</b></p> <p><b>GLEs:</b> PE.B.7</p>	<p><b>6:</b> Identifies major muscles used in selected physical activities.</p> <p><b>7:</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.</p> <p><b>8:</b> Explains how body systems interact with each other (e.g., blood transports nutrients from the respiratory system during physical activity).</p>	<p><b>6-8(M):</b> Demonstrates fitness knowledge as it applies to body systems</p>
<p><b>Suggested Activities/Courses:</b> Use visual aides to support instruction.</p> <p><b>Progression:</b> Identify structure and function of muscles. Describe the role of muscles in body movement. Differentiate muscle relaxation versus contraction. Describe which muscles are used to perform specific skill or movement pattern. Describe body system relationships.</p>		
<p><b>S3.M15: Assessment and Program Planning</b></p> <p><b>GLEs:</b> PE.B.2; D.3, 5</p>	<p><b>6:</b> Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.</p> <p><b>7:</b> Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.</p> <p><b>8:</b> Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.</p>	<p><b>6-7(M):</b> Demonstrates knowledge of fitness assessment and program planning</p> <p><b>8(A):</b> Demonstrates fitness assessment and program planning</p>
<p><b>Suggested Activities/Courses:</b> Do pre- and post-tests to identify weaknesses and to determine if remediation is successful.</p> <p><b>Progression:</b> Identify areas of weakness. Determine methods for improving weakness. Implement plan.</p>		

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STANDARD 3	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S3.M16: Assessment and Program Planning</b></p> <p><b>GLEs:</b> PE.C.3; D.5</p>	<p><b>6:</b> Maintains physical activity log for at least two weeks and reflects on activity levels as documented in the log.</p> <p><b>7:</b> Maintains physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.</p> <p><b>8:</b> Designs and implements a program to improve levels of health-related fitness and nutrition.</p>	<p><b>6-7(M):</b> Demonstrates knowledge of fitness assessment as it applies to personal reflection</p> <p><b>8(A):</b> Demonstrates knowledge of fitness assessment as it applies to personal reflection</p>
<p><b>Suggested Activities/Courses:</b> Utilize fitness and/or nutrition logs.</p> <p><b>Progression:</b> Create activity/nutrition log. Follow activity/nutrition log for prescribed length of time. Assess findings. Develop and implement a plan of improvement.</p>		
<p><b>S3.M17: Nutrition</b></p> <p><b>GLEs:</b> HL.A.1-8; HL.B.1, 3, 5</p>	<p><b>6:</b> Identify six essential nutrients of the <i>Choose My Plate</i> nutrition guide and select appropriate servings and portions for his/her age and physical activity levels.</p> <p><b>7:</b> Develops strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.</p> <p><b>8:</b> Describe the relationship between poor nutrition and health risk factors.</p>	<p><b>6(E):</b> Demonstrates knowledge of how nutrition affects fitness performance</p> <p><b>7-8(M):</b> Demonstrates knowledge of how nutrition increases or decreases health risk factors</p>
<p><b>Suggested Activities/Courses:</b> Compare findings to current individual nutritional practice.</p> <p><b>Progression:</b> Discuss <i>Choose My Plate</i> nutrition guide(<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>). Describe how differences in physical activity affect nutritional requirements. Describe how poor nutritional practice negatively affects health and physical performance. Create a strategy to enhance nutritional intake.</p>		
<p><b>S3.M18 Stress Management</b></p> <p><b>GLEs:</b> HL.D.1-2; CS.B.3</p>	<p><b>6:</b> Identifies positive and negative results of stress and appropriate ways of dealing with each.</p> <p><b>7:</b> Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.</p> <p><b>8:</b> Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.</p>	<p><b>6-8(E):</b> Demonstrates knowledge effects of stress management on health and is able to indicate strategies for reducing sleep</p>
<p><b>Suggested Activities/Courses:</b> Yoga, Tai Chi, controlled breathing exercise, visualization exercises.</p> <p><b>Progression:</b> Define stress and its affects on the body. Learn strategies to manage stress. Demonstrate strategies for managing stress.</p>		

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## Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career, and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

**Note:** It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 4	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.M1: Personal Responsibility</b></p> <p><b>GLEs:</b> PE.E.1, 3-4</p>	<p><b>6:</b> Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</p> <p><b>7:</b> Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</p> <p><b>8:</b> Accepts responsibility for individual improvement of levels of physical activity and fitness (e.g., physical, emotional, social).</p>	<p><b>6-8(A):</b> Demonstrates personal responsibility and proper social behavior</p>
<p><b>Suggested Activities/Courses:</b> Include in lesson plan descriptions of proper etiquette and social behavior specific to the activity. Create personal improvement plan when necessary.</p> <p><b>Progression:</b> Define and give examples of proper etiquette, respect for facilities and safe behaviors. Develop an understanding of how personal social behaviors affect others. Improve personal levels of social behavior and fitness level.</p>		
<p><b>S4.M2: Personal Responsibility</b></p> <p><b>GLEs:</b> PE.E.1</p>	<p><b>6:</b> Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p><b>7:</b> Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity.</p> <p><b>8:</b> Uses effective self-monitoring skills to incorporate opportunities for physical activity.</p>	<p><b>6-8(A):</b> Applies appropriate strategies that demonstrates personal responsibility</p>

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STANDARD 4	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Incorporate positive self-talk into every activity. Discuss the affects of positive/negative self-talk as they come up in class.</p> <p><b>Progression:</b> Define and give examples of positive and negative self-talk. Define and give examples of intrinsic and extrinsic motivation. Self-monitor during physical activity.</p>		
<p><b>S4.M3: Accepting Feedback</b></p> <p><b>GLEs:</b> PE.E.1, 3</p>	<p><b>6:</b> Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.</p> <p><b>7:</b> Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.</p> <p><b>8:</b> Provides encouragement and corrective feedback to peers without prompting from the teacher.</p>	<p><b>6-8:</b> Applies feedback with the intent to improve performance. Provides appropriate feedback to peers</p>
<p><b>Suggested Activities/Courses:</b> Take video of the skills and have students analyze. Provide constant feedback. Responds appropriately in giving feedback.</p> <p><b>Progression:</b> Teach the skill and provide feedback. Assess peers utilizing proper social skills.</p>		
<p><b>S4.M4: Working with Others</b></p> <ul style="list-style-type: none"> <li>• Conflict Resolution (S4.E3.3-5.a)</li> <li>• Accepts Others (S4.E3.3-5.b)</li> </ul> <p><b>GLEs:</b> PE.E.3-4</p>	<p><b>6:</b> Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p><b>7:</b> Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p><b>8:</b> Responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution.</p> <p><b>8:</b> Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p>	<p><b>6-8(A):</b> Demonstrates acceptance of differences between students; resolves conflicts appropriately; provides positive feedback and encouragement to peers</p>
<p><b>Suggested Activities/Courses:</b> Provide opportunities for students to participate in group settings where there is a range of physical skill levels. Have students come up with strategies for resolving conflicts before an activity.</p> <p><b>Progression:</b> Recognize differences in skill levels. Implement positive behavior regardless of skill level.</p>		

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STANDARD 4	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S4.M5: Working with Others</b></p> <p><b>GLEs:</b> PE.E.3-4</p>	<p><b>6:</b> Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.</p> <p><b>7:</b> Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play.</p> <p><b>8:</b> Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large group initiatives, and game play.</p>	<p><b>6-8(A):</b> Participates successfully in small group activities</p>
<p><b>Suggested Activities/Courses:</b> Orienteering; cooperative challenge activities; project adventure; team building activities; most team sports.</p> <p><b>Progression:</b> Have students get to know members of group by name. Students participate in small groups. Progress to larger group settings. Ensure everyone participates.</p>		
<p><b>S4.M6: Rules and Fair Play</b></p> <p><b>GLEs:</b> PE.E.1, 3</p>	<p><b>6:</b> Identifies the rules and etiquette for physical activities and games.</p> <p><b>7:</b> Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.</p> <p><b>8:</b> Applies rules and fair play by acting as an official for modified physical activities and games.</p>	<p><b>6(M):</b> Identifies rules for selected activities</p> <p><b>7-8(A):</b> Follows rules and fair play</p>
<p><b>Suggested Activities/Courses:</b> Discuss rules and etiquette, and demonstrate knowledge by officiating.</p> <p><b>Progression:</b> Discuss rules and fair play for selected activity. Self officiate. Officiate others.</p>		
<p><b>S4.M7: Safety</b></p> <p><b>GLEs:</b> PE.E.2</p>	<p><b>6:</b> Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance.</p> <p><b>7:</b> Independently uses physical activity and exercises equipment appropriately and safely.</p> <p><b>8:</b> Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.</p>	<p><b>6-8(A):</b> Applies safe practices to physical activity</p>

*Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms. E=Emerging, M=Maturing, A=Applying*

STANDARD 4	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Discuss safety as it applies to equipment and activity. Review regularly.</p> <p><b>Progression:</b> Acquire safety knowledge of equipment and activity. Apply knowledge to activity.</p>		
<p><b>S4.M8: Safety</b></p> <ul style="list-style-type: none"> <li>• Sun Safety (S4.E6.6-8.a)</li> <li>• Aquatic Safety (S4.E6.6-8.b)</li> </ul> <p><b>GLEs:</b> PE.E.2</p>	<p><b>8:</b> Applies extreme cold safety practices.</p> <p><b>8:</b> Applies sun safe practices [8.a].</p> <p><b>8:</b> Applies water safety practices. [8.b]</p>	<p><b>6-8(A):</b> Demonstrates knowledge of extreme cold safety, sun safety, and aquatic safety</p>
<p><b>Suggested Activities/Courses:</b> Describe and apply safety practices in cold, sun, and water situations, either in actuality or in role-playing practice.</p> <p><b>Progression:</b> Learn and perform or discuss.</p>		

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**Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

**Note:** It must be noted that the use of physical activity as punishment for any reason (e.g., poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

STANDARD 5	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>S5.M1: Health</b></p> <p><b>GLEs:</b> PE.C.1, F.2</p>	<p><b>6:</b> Describes how being physically active leads to a healthy body.</p> <p><b>7:</b> Identifies different types of physical activities and describes how each exerts a positive impact on health.</p> <p><b>8:</b> Identifies the five components of health-related fitness (i.e., muscular strength, muscular endurance, flexibility, Cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.</p>	<p><b>6-8(M):</b> Understands how physical activity affects overall health</p>
<p><b>Suggested Activities/Courses:</b> <i>Five for Life</i> Curriculum (Student Portfolio Series #1 Middle School). Similar programs that promote physical activity and that identify the five components of fitness.</p> <p><b>Progression:</b> Discuss how physical activity promotes a healthy body. Identify types of physical activity that improve overall health. Understand and describe the connection between fitness and overall health.</p>		
<p><b>S5.M2: Health</b></p> <p><b>GLEs:</b> PE.C.1; F.1</p>	<p><b>6:</b> Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.</p> <p><b>7:</b> Identifies positive mental and emotional aspects of participating in a variety of physical activities.</p> <p><b>8:</b> Analyzes the empowering consequences of being physically active.</p>	<p><b>6-8(M):</b> Understands how physical activity affects overall health</p>

*Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms. E=Emerging, M=Maturing, A=Applying*

STANDARD 5	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Include in lesson plan discussions of how physical activity reduces stress and can develop positive social interaction. Include discussions of the positive benefits of physical activity on mental health.</p> <p><b>Progression:</b> Flexible.</p>		
<p><b>S5.M3: Challenge</b></p> <p><b>GLEs:</b> HLA.1-2, 5-8</p>	<p><b>6:</b> Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.</p> <p><b>7:</b> Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.</p> <p><b>8:</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p>	<p><b>6-8(M):</b> Individuals challenge themselves to improve physical fitness and reaches out for feedback</p>
<p><b>Suggested Activities/Courses:</b> Have students record personal challenges in a confidential way.</p> <p><b>Progression:</b> Identify individual challenges. Provide opportunities for students to ask for assistance. Assist others with improvement strategies. Develop a plan.</p>		
<p><b>S5.M4: Self-Expression/Enjoyment</b></p> <p><b>GLEs:</b> PE.F.1-2</p>	<p><b>6:</b> Describes how moving competently in a physical activity setting creates enjoyment.</p> <p><b>7:</b> Identifies why self-selected physical activities create enjoyment.</p> <p><b>8:</b> Discusses how enjoyment could be increased in self-selected physical activities.</p>	<p><b>6-8(M):</b> Demonstrates knowledge of how physical activity can lead to self-expression and enjoyment</p>
<p><b>Suggested Activities/Courses:</b> Allow students the opportunity to select activities that they enjoy.</p> <p><b>Progression:</b> Have students identify activities they enjoy. List why they enjoy these activities. Discuss what options outside of school are available for them based on what they enjoy doing.</p>		
<p><b>S5.M5: Self-Expression/Enjoyment</b></p> <p><b>GLEs:</b> PE.F.1, 3</p>	<p><b>6:</b> Identifies how self-expression and physical activity are related.</p> <p><b>7:</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity.</p> <p><b>8:</b> Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	<p><b>6-8(M):</b> Demonstrates knowledge of how physical activity can lead to self-expression and enjoyment</p>

*Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms. E=Emerging, M=Maturing, A=Applying*

STANDARD 5	6-8 OUTCOMES	PERFORMANCE INDICATORS
<p><b>Suggested Activities/Courses:</b> Charades, circus activities, dance, and ballet.</p> <p><b>Progression:</b> Explain what self-expression through movement looks like. Explain how this type of self-expression can develop into a life-long activity.</p>		
<p><b>S5.M6: Social Interaction</b></p> <p><b>GLEs:</b> PE.E.1, 3</p>	<p><b>6:</b> Demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.</p> <p><b>7:</b> Demonstrates the importance of social interaction by helping and encouraging others, avoiding negative talk, and providing support to classmates.</p> <p><b>8:</b> Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.</p>	<p><b>6-8(M):</b> Recognizes the importance of social interaction in the physical education setting</p>
<p><b>Suggested Activities/Courses:</b> Describe ways to promote positive social interactions during activities and games. Describe positive ways to ask for help and encourage classmates.</p> <p><b>Progression:</b> Describe positive social interactions and then apply them to activity.</p>		

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# **Physical Education Courses Grades 6-8**



## INTEGRATED HEALTH/P.E.

<b>Grade:</b> 7-8	<b>Overview:</b> <i>Integrated Health/P.E.</i> is essential for students to learn in tandem resulting in maximum efficiency and effectiveness in supporting life-long concepts of health and well-being. The core concepts of <i>Integrated Health/P.E.</i> have a natural evolution in which the physical experience of P.E. builds on and supports the integration and internalization of health concepts and knowledge within students. To embrace the unique challenges of Alaska's geographic location, cultural diversity, climate and local school structure, indoor and outdoor facilities will be utilized.
<b>Length:</b> One or Two Semesters	
<b>Credit:</b> .5 or 1	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLEs:</b> PE.C.4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2).</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLEs:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implement a behavior-modification plan that enhances a healthy, active lifestyle.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>AKSS:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise, and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Includes others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>AKSS:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>

## INTEGRATED HEALTH & PHYSICAL EDUCATION 7

<b>Grade:</b> 7	<b>Overview:</b> <i>Integrated Health &amp; Physical Education 7</i> integrates the 7 <sup>th</sup> grade health and physical education objectives to emphasize the essential relationship between physical, intellectual, social, and emotional health. It focuses on the acquisition of accurate health information and the ability to make healthy decisions while learning how to become healthy, active individuals through participation in a variety of physical activities.
<b>Length:</b> One Semester	
<b>Credit:</b> .5	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLE's:</b> PE.D.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or others in selected skill. (S2H2)</li> <li>• Create a practice plan to improve performance for a self-selected skill.</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Utilize principles of training for the purpose of modifying personal fitness.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLE's:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implement a behavior-modification plan that enhances a healthy, active lifestyle.</li> <li>• Design a fitness program, including all components of health-related fitness.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Identify career opportunities that require physical fitness.</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>GLE's:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and / or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>GLE's:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>

## INTEGRATED HEALTH & PHYSICAL EDUCATION 8

<b>Grade:</b> 8	<b>Overview:</b> <i>Integrated Health &amp; Physical Education 8</i> is essential for students to learn in tandem resulting in maximum efficiency and effectiveness in supporting life-long concepts of health and well-being. The core concepts of <i>Integrated Health/P.E.</i> have a natural evolution in which the physical experience of P.E. builds on and supports the integration and internalization of health concepts and knowledge within students. To embrace the unique challenges of Alaska's geographic location, cultural diversity, climate and local school structure, indoor and outdoor facilities will be used.
<b>Length:</b> One Semester	
<b>Credit:</b> .5	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLE's:</b> PE.D.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or others in selected skill. (S2H2)</li> <li>• Create a practice plan to improve performance for a self-selected skill.</li> <li>• Identify examples of social and technical dance forms.</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Utilize principles of training for the purpose of modifying personal fitness.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLE's:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.</li> <li>• Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Identify career opportunities that require physical fitness.</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>GLE's:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise, and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>GLE's:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>

# PHYSICAL EDUCATION 7

<b>Grade:</b> 7	<b>Overview:</b> <i>Physical Education 7</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices to make knowledgeable personal choices toward becoming healthy, active individuals.
<b>Length:</b> One Quarter or One Semesters	
<b>Credit:</b> .25 or .5	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLE's:</b> PE.D.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2)</li> <li>• Create a practice plan to improve performance for a self-selected skill.</li> <li>• Identify examples of social and technical dance forms.</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Utilize principles of training for the purpose of modifying personal fitness.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLE's:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.</li> <li>• Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Identify career opportunities that require physical fitness.</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>GLE's:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise, and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solves problems, thinks cooperatively and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>GLE's:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>



# PHYSICAL EDUCATION 8

<b>Grade:</b> 8	<b>Overview:</b> <i>Physical Education 8</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.
<b>Length:</b> One Quarter or One Semesters	
<b>Credit:</b> .25 or .5	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLE's:</b> PE.D.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> <li>• Demonstrate competency in a variety of skills required for physical fitness activities.</li> <li>• Use specialized knowledge to develop proficient movement.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2)</li> <li>• Create a practice plan to improve performance for a self-selected skill.</li> <li>• Identify examples of social and technical dance forms.</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Utilize principles of training for the purpose of modifying personal fitness.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLE's:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implement a behavior-modification plan that enhances a healthy, active lifestyle.</li> <li>• Design a fitness program, including all components of health-related fitness.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Identify career opportunities that require physical fitness.</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>GLE's:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise, and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>GLE's:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>

# POOL

<b>Grade:</b> 6-8	<b>Overview:</b> <i>Pool</i> covers a wide variety of water activities. Non-swimmers will receive one-on-one or small group instruction to develop basic swimming skills. All students will have the opportunity to learn all four basic swim strokes: freestyle, backstroke, breaststroke, and butterfly. Enrichment activities will include water polo, cold-water safety/rescue, canoe skills, and basic diving skills. Enrichment activities may also include snorkeling, advanced diving skills, water slides, various games, open gym, and shuffleboard. Students will be assessed and graded based on daily participation, swimming technique, fitness, and speed. Students will also have recreational use of the swimming pool. This quarter-long class includes a swim meet where students can win ribbons in two of four events. Swimsuit, towel, and a waterproof bag are required. Goggles are very strongly recommended.
<b>Length:</b> One Quarter	
<b>Credit:</b> .25	
<b>Prerequisite:</b> None	
<b>STRANDS</b>	<b>MASTERY CORE OBJECTIVES</b>
	<b>Students will work toward the following:</b>
<b>Motor Skills</b>  <b>NASPE:</b> Standard 1 <b>GLE's:</b> PE.D.4	<ul style="list-style-type: none"> <li>• Identify structure and function of muscles.</li> <li>• Describe the role of muscles in body movement.</li> <li>• Differentiate muscle relaxation versus contraction.</li> <li>• Describe which muscles are used to perform specific skill or movement pattern.</li> <li>• Describe body system relationships.</li> <li>• Demonstrate competency in a variety of skills required for physical fitness activities.</li> <li>• Use specialized knowledge to develop proficient movement.</li> </ul>
<b>Application of Knowledge</b>  <b>NASPE:</b> Standard 2 <b>GLE's:</b> PE.B.4; PE.D.4	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of rules, procedures, and terminology.</li> <li>• Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.</li> <li>• Use movement concepts and principles to analyze and improve performance of self and/or other in selected skill. (S2H2)</li> <li>• Create a practice plan to improve performance for a self-selected skill.</li> <li>• Identify examples of social and technical dance forms.</li> <li>• Identify personal behaviors that support, promote, or undermine a healthy lifestyle.</li> <li>• Analyze health and fitness benefits from various physical activities.</li> <li>• Demonstrate a knowledge of major muscles and their relationship to specific movements.</li> <li>• Utilize principles of training for the purpose of modifying personal fitness.</li> <li>• Demonstrate knowledge about appropriate equipment selection according to present and desired skill level.</li> <li>• Learn the historical background and changes which have developed an activity to its current form.</li> </ul>

STRANDS	MASTERY CORE OBJECTIVES
	Students will work toward the following:
<b>Health Enhancing Lifestyle</b>  <b>NASPE:</b> Standard 3 <b>GLE's:</b> PE.B.4, 7; PE.C.1-2, 4; PE.D.2, 4; PE.F.4	<ul style="list-style-type: none"> <li>• Understand and respect the natural environment while participating in physical activity.</li> <li>• Create and implement a behavior-modification plan that enhances a healthy, active lifestyle.</li> <li>• Design a fitness program, including all components of health-related fitness.</li> <li>• Identify local programs, organizations, and locations through which fitness activities can be further pursued (competitive and non-competitive).</li> <li>• Identify career opportunities that require physical fitness.</li> <li>• Create a meal plan that demonstrates the understanding of the impact of nutrition on each phase of exercise.</li> <li>• Identify stress-management strategies to reduce stress.</li> </ul>
<b>Social/Respect</b>  <b>NASPE:</b> Standard 4 <b>GLE's:</b> PE.E.2-4	<ul style="list-style-type: none"> <li>• Apply safe practices, rules, procedures, and etiquette in all physical activities.</li> <li>• Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately.</li> <li>• Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.</li> <li>• Apply best practices for participating safely in physical activity, exercise, and dance.</li> <li>• Develop a healthy perspective of winning and losing in relation to other goals of participation.</li> <li>• Participate in a variety of activities representing different cultural backgrounds, including those indigenous to Alaska.</li> <li>• Include others with differences (e.g., ethnicity, gender, disabilities) in physical activity.</li> <li>• Solve problems, think cooperatively, and work cooperatively to accomplish individual and group goals in physical activity and/or social settings.</li> <li>• Demonstrate ability to communicate in a positive, respectful manner.</li> </ul>
<b>Values Physical Activity</b>  <b>NASPE:</b> Standard 5 <b>GLE's:</b> PE.F.2-4	<ul style="list-style-type: none"> <li>• Recognize and analyze the benefits of exercise on the body and mind.</li> <li>• Select and participate in physical activities that meet the need for self-expression and enjoyment.</li> <li>• Identify the opportunity for social support in a self-selected physical activity.</li> <li>• Actively pursue life-long physical activities that meet their own needs.</li> </ul>