

Physical Education and Health 7-8

Standard 1: Motor Skills and Movement

Demonstrate competency in a variety of specialized skills necessary for participation in lifetime physical activities

1a: Demonstrate or perform age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can begin to perform age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities.	I can usually demonstrate or perform age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities.	I can demonstrate or perform age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities.	I can demonstrate or apply age appropriate body movements and skills that require muscle control, changing directions, and combining skills that are continuous in a variety of individual or team activities.
1b: Apply motor skills, movement patterns, and previously learned skills into game situations	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can sometimes apply motor skills movement patterns, and previously learned skills into game situations with prompting.	I can usually apply motor skills movement patterns, and previously learned skills into game situations.	I can apply motor skills, movement patterns, and previously learned skills into game situations.	I can apply motor skills, movement patterns, and previously learned skills into game situations and support others in their learning.
1c. Demonstrate consistent physical participation in a variety	1: Beginning	2: Developing	3: Proficient	4: Advanced

of individual and team activities.	I can demonstrate physical participation in a variety of individual and team activities while being prompted.	I can sometimes demonstrate physical participation in a variety of individual and team activities.	I can demonstrate consistent physical participation in a variety of individual and team activities.	I can demonstrate consistent physical participation in a variety of individual and team activities while encouraging others to participate.
------------------------------------	---	--	---	---

Standard 2: Application of Knowledge Apply knowledge of concepts, principles, strategies and tactics related to movement and performance				
2a .Apply age appropriate rules, strategies, tactics, and concepts in an individual and team setting	1: Beginning I sometimes apply age appropriate rules, strategies, tactics, and concepts in an individual and team setting.	2: Developing I can usually apply age appropriate rules, strategies, tactics, and concepts in an individual and team setting	3: Proficient I can apply age appropriate rules, strategies, tactics, and concepts in an individual and team setting	4: Advanced I can apply age appropriate rules, strategies, tactics, and concepts in multiple individual and team setting
2b. Identify health-related fitness components and principles (i.e., Fitnessgram) and explain how to incorporate them into various physical activities	1: Beginning I can sometimes identify health-related fitness components and principles (i.e., Fitnessgram) and explain how to incorporate them into a	2: Developing I can usually identify health-related fitness components and principles (i.e., Fitnessgram) and explain how to incorporate them into various physical	3: Proficient I can identify health-related fitness components and principles (i.e., Fitnessgram) and explain how to incorporate them into various physical	4: Advanced I can identify health-related fitness components and principles (i.e., Fitnessgram) and explain how to incorporate them into all physical activities

	few physical activities.	activities	activities	
2c. Apply safe practices, rules, and procedures that exhibit responsible personal and social behavior that respects self and others in all physical activity settings	1:Beginning	2:Developing	3:Proficient	4:Advanced
	I can apply safe practices, rules, and procedures in a few physical activity settings.	I can apply safe practices, rules, and procedures in several activity settings.	I can apply safe practices, rules, and procedures in all physical activity settings.	I can apply and adapt safe practices, rules, and procedures in all physical activity settings.

Standard 3: Physical Activity and Fitness

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

3a. Identify the five components of health related fitness and explain the connection between fitness and overall physical and mental health.	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can begin to identify the five components of health related fitness and give a few connections between fitness and overall physical and mental health.	I can generally identify the five components of health related fitness and explain the relationship between fitness and overall physical and mental health.	I can identify the five components of health related fitness and explain the connection between fitness and overall physical and mental health.	I can identify the five components of health related fitness and help explain the connection between fitness and overall physical and mental health.
3b. I can identify and	1: Beginning	2: Developing	3: Proficient	4: Advanced

meet the levels of physical fitness using the standards established by scientifically based health related fitness assessments	I can begin to identify the five health related fitness components and how they are assessed.	I can identify and meet some of the five health related fitness components and how they are assessed.	I can identify and meet the levels of physical fitness using the standards established by scientifically based health related fitness assessments (FitnessGram).	I can identify and achieve levels of physical fitness that exceed all of the standards established by scientifically based health-related fitness assessments (e.g. FitnessGram).
--	---	---	--	---

Standard 4: Core Health Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.				
4a. Describe the connections between mental/emotional, physical, and social health in adolescence	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can define mental/emotional, physical, and social health in adolescence.	I can provide examples of behaviors and activities for one's mental/emotional, physical, and social health in adolescence.	I can describe the connections between mental/emotional, physical, and social health in adolescence.	I can break down the connections between mental/emotional, physical, and social health in adolescence.
4b. Explain the benefits of and barriers to practicing healthy behaviors	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can recognize there are benefits and barriers to a variety of healthy behaviors.	I can provide examples of the benefits and barriers to practicing a variety of healthy behaviors.	I can explain the benefits of and barriers to practicing healthy behaviors	I can compare and contrast the benefits and barriers of practicing a variety of healthy behaviors.

Standard 5: Influences on Health

Comprehend concepts related to health promotion and disease prevention to enhance health.

5a. Identify personal values and explain external influences on health behaviors.	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can begin to identify different values and beliefs and how they could relate to my own life goals.	I can identify my own personal values and beliefs.	I can identify personal values and explain external influences on health behaviors.	I can reflect on personal values and evaluate influences on health behaviors.
5b. Identify and describe ways to advocate for personal, family, and community health.	1: Beginning	2: Developing	3: Proficient	4: Advanced
	I can begin to identify ways to advocate for personal, family and community health.	I can identify ways to advocate for personal, family, and community health.	I can identify and describe ways to advocate for personal, family, and community health.	I can demonstrate the ability to advocate for personal, family, and community health.