

Golden Standards

Phy. Ed. 7

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

1:3:A1 Serves a ball underhand in net/wall sports (e.g., volleyball, pickle ball) using mature form (e.g., stands with feet apart, eyes on ball, pulls arm and shifts weight backward, swings arm and shifts weight forward, contacts ball, and follows through).

1:3:A2 Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).

1:3:B1 Demonstrates a return to base position in net/wall sports (e.g., tennis, badminton, etc).

1:3:B3 Demonstrates technique to place the ball away from an opponent in net/wall sports (e.g., volleyball, tennis, etc.).

1:3:B4 Demonstrates correct position in both net/wall and invasion sports for effective defense and offensive coverage.

Students will demonstrate understanding of movement concepts, principles, strategies, tactics as they apply to the learning and performance of physical activities.

2:3:A1 Selects appropriate practice procedures to learn and master skills and movement patterns.

2:3:A2 Describes basic principles of conditioning (e.g., overload, progression, specificity, regularity, etc.), and how they improve fitness and performance.

2:3:A3 Identifies proper warm-up and cool down procedures as they affect performance and injury prevention.

2:3:A4 Describes the critical elements of a sport-specific skill (e.g., basketball free throw, forearm pass, etc.).

2:3:A6 Explains force application and how it affects flight path of object.

2:3:B1 Explains at least two game tactics involved in playing net/wall sports (e.g., tennis, badminton, volleyball, etc.).

2:3:B2 Explains at least two game tactics involved in invasions sports (e.g., soccer, basketball, handball, etc.).

2:3:B3 Identifies similarities in body position when receiving a serve (e.g., volleyball, badminton, tennis, etc.) and when defending a player (e.g., basketball, soccer, ultimate, etc.) and reasons why they are similar.

2:3:B4 Demonstrates an understanding of team play in invasion sports (e.g., basketball, soccer, handball, etc.) by proper positioning, team communication, and team support.

Students will participate regularly in physical activity.

3:3:A1 Completes a survey to determine personal interests and increases awareness of broad range of opportunities existing within the community (e.g., Fit for Life).

3:3:A2 Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.

3:3:A3 Develops a physical activity plan using practice procedures and training principles appropriate to their personal goals, as well as the physical activity pyramid guidelines.

3:3:B1 Maintains a pedometer log for a minimum of two weekdays and one weekend day

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3:3:B2 Maintains a physical activity log documenting progress toward attaining their personal goals

Students will achieve and maintain a health-enhancing level of physical fitness.

4:3:A1 Knows the various principles of training (threshold, overload, progression, etc.) and how these principles are applied.

4:3:A3 Defines health-related fitness terminology (physical fitness, aerobic fitness, body composition, muscle strength, muscle endurance, and flexibility).

4:3:A4 Performs an evidence-based fitness test with correct form and/or technique.

4:3:A5 Formulates meaningful personal fitness goals based on fitness test results.

4:3:B1 Participates in activities designed to improve or maintain all health-related fitness components both during and outside of school.

4:3:B2 Documents individual physical activity in relation to all the health-related components of fitness (e.g., Fitness Activity Pyramid).

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

5:3:A1 Uses time wisely when given the opportunity to work on skill or fitness development without close teacher monitoring.

5:3:A2 Identifies the importance of following class and procedures.

5:3:A3 Makes responsible decisions for personal safety regarding appropriate dress for weather and/or physical activity, use of equipment, and any health concerns (e.g., allergies, asthma, etc.).

5:3:A4 Follows and listens to all directions and asks for help when needed.

5:3:A5 Communicates to teacher and/or peers when problems are observed and uses the problem-solving model to solve or find a solution.

5:3:A6 Demonstrates self-control during conflict (e.g., peer conflicts or an official's decision).

5:3:A7 Identifies and practices ethical behavior.

5:3:B1 Handles situations in an appropriate manner (e.g., calls by officials, boundary lines, etc.) when participating in team sports.

5:3:B2 Demonstrates cooperation and support of students of different gender, race, ethnicity, and ability in a physical activity setting.

5:3:B3 Demonstrates appropriate etiquette in activity settings (e.g., while playing golf the student waits for the ball to be played that is farthest from the hole).

5:3:B4 Demonstrates positive social interaction while in a physical activity setting (e.g., the student gives another student a high five after making a great shot in basketball).

5:3:B5 Demonstrates respect and concern for the safety of others (e.g., physical, emotional, environmental) in word and actions (e.g., using and replacing equipment properly, following safety guidelines/rules of an activity, etc.) in adventure and team building activities.

5:3:B6 Demonstrates cooperation skills needed to accomplish group/team goals in both cooperative and competitive activities.

Students will value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

6:3:A1 Recognizes that regular physical activity improves the student's fitness level in both skill-related and health-related fitness components.

6:3:A2 Analyzes selected physical experiences for social, emotional, mental, and physical health benefits.

6:3:A3 Recognizes that participation in regular physical activity reduces the risk of disease (e.g., heart disease, osteoporosis, diabetes, etc.) and injury.

6:3:A4 Recognizes the value of physical activity to reduce stress and improve mood.

6:3:A5 Recognizes the importance of physical activity to keep body systems working together efficiently