

Physical Education

7th – 8th

Orientation

Content Standard: Learning Concepts
Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.
Indicators: The student (a) identifies similarities in body position in various team sports. (b) detects and corrects errors in personal performance. (c) explains at least two game tactics involved in playing a team sport. (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.
Content Standard: Active Participation
Standard 3: The student participates regularly in physical activity.
Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.
Indicators: The student (a) participates in physical activities both during and outside of school for the purpose of improving skill and health. (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing. (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week. (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals. (e) logs a specified number of steps during the day using pedometers.
Content Standard: Physical Fitness
Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.
Benchmark 1: The student will develop high levels of basic physical fitness.
Indicators: The student (a) participates in activities designed to improve or maintain the health related fitness components. (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and activities. (c) self-assesses heart rate before, during, and after vigorous physical activity. (d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness. (e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.
Content Standard: Personal and Social Behavior
Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.
Indicators: The student (a) makes responsible decisions about using time, applying rules, and following through with the decisions made. (b) remains on-task without close teacher monitoring. (c) demonstrates concern for safety of self and others during games and activities.

- (d) considers the consequences of choices when confronted with negative peer pressures.
- (e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.
- (f) resolves conflict with a sensitivity to the rights and feelings of others.
- (g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

- (a) recognizes physical activity as a positive opportunity for social and group interaction.
- (b) appreciates the creative aspects of skilled performance in others and self.
- (c) respects the physical and performance limitations of self and others.
- (d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

Accommodations:

Interpreter, peers, paraprofessional

New Vocabulary:

Attendance, teamwork, partners, small groups, heart rate, activities

Approved Supplemental Resources:

Handouts, charts, index cards, signs

District Resources:

Heart rate chart, pedometers, Physical Focus curriculum, mats

Technology Source:

Projector, screen, TV, computer, laptop, cart, internet

Enrichment:

Physical Focus curriculum – activities, shows improvement

Suggested Activities:

Exercises, warm-up/cool-down, jog, relays, challenges, activity journal, partner activities, charts, teacher example, Physical Focus curriculum

Assessment:

Teacher observation, teacher instruction, peers – participation, pre-test/post-test

Physical Education

7th – 8th

Fitness Tests

Content Standard: Active Participation
Standard 3: The student participates regularly in physical activity.
Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.
Indicators: The student (a) participates in physical activities both during and outside of school for the purpose of improving skill and health. (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing. (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week. (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals. (e) logs a specified number of steps during the day using pedometers.
Content Standard: Physical Fitness
Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.
Benchmark 1: The student will develop high levels of basic physical fitness.
Indicators: The student (a) participates in activities designed to improve or maintain the health related fitness components. (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and activities. (c) self-assesses heart rate before, during, and after vigorous physical activity. (d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness. (e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.
Content Standard: Activity Appreciation
Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.
Indicators: The student (a) recognizes physical activity as a positive opportunity for social and group interaction. (b) appreciates the creative aspects of skilled performance in others and self. (c) respects the physical and performance limitations of self and others. (d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

New Vocabulary:

Pacer, Trunk Lift, Sit-Up, Push-Up, Mile Run, Sit & Reach, Shoulder Flexibility

District Resources:

FitnessGram CD, stereo, mats, Physical Focus curriculum, cones, computer, printer, ink

Suggested Activities:

Teacher example, warm-up, pacer, sit-up, push-up, sit & reach, trunk lift, shoulder flexibility

Accommodations:

Interpreter, peers, paraprofessional

Approved Supplemental Resources:

Sit & reach box, meter stick, body composition tester, mats

Technology Source:

Computer, printer, paper, ink, internet

Enrichment:

Physical Focus curriculum – activities, shows improvement

Assessment:

Teacher observation, teacher instruction, peers – participation, pre-test/post-test

Physical Education

7th – 8th

Volleyball

Content Standard: Motor Skills

Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Indicators: The student

- (a) uses basic offensive and defensive strategies in modified net games and invasive games.
- (b) performs a variety of simple folk, square, and creative dances.
- (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports.
- (e) explores introductory outdoor pursuit skills.

Content Standard: Learning Concepts

Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Indicators: The student

- (a) identifies similarities in body position in various team sports.
- (b) detects and corrects errors in personal performance.
- (c) explains at least two game tactics involved in playing a team sport.
- (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.

Content Standard: Active Participation

Standard 3: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Indicators: The student

- (a) participates in physical activities both during and outside of school for the purpose of improving skill and health.
- (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing.
- (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.
- (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.
- (e) logs a specified number of steps during the day using pedometers.

Content Standard: Physical Fitness

Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Indicators: The student

- (a) participates in activities designed to improve or maintain the health related fitness components.
- (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

New Vocabulary:

Volleyball rules, serve, rotation, set/pass, spike/hit, court, boundaries, team, rally scoring

District Resources:

Volleyball courts, gym, volleyballs, volleyball nets, Physical Focus Curriculum, scoreboard, mats

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, small group activities, partner activities, volleyball variations

Accommodations:

Interpreter, peers, paraprofessional

Approved Supplemental Resources:

Various balls, stereo

Technology Source:

Computer, printer, paper, ink, internet

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, tournament, skills tests, written tests

Physical Education

7th – 8th

Football/Flag Football

Content Standard: Motor Skills
Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.
Indicators: The student (a) uses basic offensive and defensive strategies in modified net games and invasive games. (b) performs a variety of simple folk, square, and creative dances. (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports. (e) explores introductory outdoor pursuit skills.
Content Standard: Learning Concepts
Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.
Indicators: The student (a) identifies similarities in body position in various team sports. (b) detects and corrects errors in personal performance. (c) explains at least two game tactics involved in playing a team sport. (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.
Content Standard: Active Participation
Standard 3: The student participates regularly in physical activity.
Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.
Indicators: The student (a) participates in physical activities both during and outside of school for the purpose of improving skill and health. (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing. (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week. (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals. (e) logs a specified number of steps during the day using pedometers.
Content Standard: Physical Fitness
Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.
Benchmark 1: The student will develop high levels of basic physical fitness.
Indicators: The student (a) participates in activities designed to improve or maintain the health related fitness components. (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

New Vocabulary:

Flag belts, flags, football, rules, cones, field, catch, throw, punt, pass, hand-off, lateral, kickoff, 2-hand touch, teams, offense, defense

District Resources:

Physical Focus Curriculum, flag belts, flags, football field, cones, projector, footballs

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, small group activities, teacher example, flag football variations

Accommodations:

Interpreter, peers, paraprofessional

Approved Supplemental Resources:

Tournament brackets, handouts

Technology Source:

Computer, printer, paper, ink, internet

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, tournament, tests

Physical Education

7th – 8th

Basketball

Content Standard: Motor Skills

Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Indicators: The student

- (a) uses basic offensive and defensive strategies in modified net games and invasive games.
- (b) performs a variety of simple folk, square, and creative dances.
- (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports.
- (e) explores introductory outdoor pursuit skills.

Content Standard: Learning Concepts

Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Indicators: The student

- (a) identifies similarities in body position in various team sports.
- (b) detects and corrects errors in personal performance.
- (c) explains at least two game tactics involved in playing a team sport.
- (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.

Content Standard: Active Participation

Standard 3: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Indicators: The student

- (a) participates in physical activities both during and outside of school for the purpose of improving skill and health.
- (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing.
- (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.
- (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.
- (e) logs a specified number of steps during the day using pedometers.

Content Standard: Physical Fitness

Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Indicators: The student

- (a) participates in activities designed to improve or maintain the health related fitness components.
- (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

New Vocabulary:

Defense, offense, pass, dribble, shoot, travel, double dribble, foul, 3-point line, lane, free throw line, free throw, sideline, baseline

District Resources:

Gym, basketballs, rack, scoreboard, score clock, stereo, Physical Focus curriculum

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, small group activities (3-on-3), teacher example, 3-point competition, free throw competition, basketball variations

Accommodations:

Interpreter, peers, paraprofessional

Approved Supplemental Resources:

Tournament brackets

Technology Source:

Computer, printer, paper, ink, internet

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, tournament, skills tests, written tests

Physical Education

7th – 8th

Pickleball

Content Standard: Motor Skills
Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.
Indicators: The student (a) uses basic offensive and defensive strategies in modified net games and invasive games. (b) performs a variety of simple folk, square, and creative dances. (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports. (e) explores introductory outdoor pursuit skills.
Content Standard: Learning Concepts
Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.
Indicators: The student (a) identifies similarities in body position in various team sports. (b) detects and corrects errors in personal performance. (c) explains at least two game tactics involved in playing a team sport. (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.
Content Standard: Active Participation
Standard 3: The student participates regularly in physical activity.
Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.
Indicators: The student (a) participates in physical activities both during and outside of school for the purpose of improving skill and health. (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing. (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week. (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals. (e) logs a specified number of steps during the day using pedometers.
Content Standard: Physical Fitness
Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.
Benchmark 1: The student will develop high levels of basic physical fitness.
Indicators: The student (a) participates in activities designed to improve or maintain the health related fitness components. (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

Accommodations:

Interpreter, peers, paraprofessional

New Vocabulary:

Pickleball, racket, serve, ball smash, rules, nets, scoring

Approved Supplemental Resources:

Tournament brackets

District Resources:

Gym, rackets, courts, standards, pickleballs, nets, Physical Focus curriculum

Technology Source:

Computer, printer, paper, ink, internet

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, teacher example, pickleball variations

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, tournament, skills tests, written tests

Physical Education

7th – 8th

Badminton

Content Standard: Motor Skills
Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.
Indicators: The student (a) uses basic offensive and defensive strategies in modified net games and invasive games. (b) performs a variety of simple folk, square, and creative dances. (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports. (e) explores introductory outdoor pursuit skills.
Content Standard: Learning Concepts
Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.
Indicators: The student (a) identifies similarities in body position in various team sports. (b) detects and corrects errors in personal performance. (c) explains at least two game tactics involved in playing a team sport. (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.
Content Standard: Active Participation
Standard 3: The student participates regularly in physical activity.
Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.
Indicators: The student (a) participates in physical activities both during and outside of school for the purpose of improving skill and health. (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing. (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week. (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals. (e) logs a specified number of steps during the day using pedometers.
Content Standard: Physical Fitness
Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.
Benchmark 1: The student will develop high levels of basic physical fitness.
Indicators: The student (a) participates in activities designed to improve or maintain the health related fitness components. (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

New Vocabulary:

Birdie/shuttlecock, rackets, court, serving, hitting, rules, grip, tournament, safety

District Resources:

Gym, birdies, standards, rackets, nets, tape lines, Physical Focus curriculum

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, teacher example, badminton variations

Accommodations:

Interpreter, peers, paraprofessional

Approved Supplemental Resources:

Tournament brackets, stringing kit, strings

Technology Source:

Computer, printer, paper, ink, internet

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, tournament, skills tests, written tests

Physical Education

7th – 8th

Softball/Kickball

Content Standard: Motor Skills

Standard 1: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate mature movement patterns of locomotion, manipulation of objects, and rhythmic concepts during modified individual or team physical activities.

Indicators: The student

- (a) uses basic offensive and defensive strategies in modified net games and invasive games.
- (b) performs a variety of simple folk, square, and creative dances.
- (c) designs and performs gymnastics (or dance) sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow. (d) demonstrates competency while participating in modified versions of team and individual sports.
- (e) explores introductory outdoor pursuit skills.

Content Standard: Learning Concepts

Standard 2: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark 1: The student will demonstrate movement concepts, principles, strategies, and tactics that apply to the performance of physical activities.

Indicators: The student

- (a) identifies similarities in body position in various team sports.
- (b) detects and corrects errors in personal performance.
- (c) explains at least two game tactics involved in playing a team sport.
- (d) designs a new game that incorporates skills and tactics that can be played fairly by all students, including those with disabilities.

Content Standard: Active Participation

Standard 3: The student participates regularly in physical activity.

Benchmark 1: The student will regularly participate in moderate to vigorous levels of physical activity.

Indicators: The student

- (a) participates in physical activities both during and outside of school for the purpose of improving skill and health.
- (b) sets realistic, measurable, and attainable goals for participation in activities of own choosing.
- (c) accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education class on three or more days during the week.
- (d) maintains a physical activity log for a seven-day period, documenting progress toward achievement of personal goals.
- (e) logs a specified number of steps during the day using pedometers.

Content Standard: Physical Fitness

Standard 4: The student achieves and maintains a health-enhancing level of physical fitness.

Benchmark 1: The student will develop high levels of basic physical fitness.

Indicators: The student

- (a) participates in activities designed to improve or maintain the health related fitness components.
- (b) understands the importance of staying within the target heart rate (THR) zone while participating in games and

activities.

(c) self-assesses heart rate before, during, and after vigorous physical activity.

(d) demonstrates appropriate training principles and exercise techniques designed to improve physical fitness.

(e) maintains heart rate in THR zone for a minimum of 20-minutes while participating in a game or activity.

Content Standard: Personal and Social Behavior

Standard 5: The student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmark 1: The student will exhibit responsible personal and social behavior while working in diverse groups.

Indicators: The student

(a) makes responsible decisions about using time, applying rules, and following through with the decisions made.

(b) remains on-task without close teacher monitoring.

(c) demonstrates concern for safety of self and others during games and activities.

(d) considers the consequences of choices when confronted with negative peer pressures.

(e) plays within the rules of the game or activity and shows selfcontrol by accepting a controversial decision.

(f) resolves conflict with a sensitivity to the rights and feelings of others.

(g) through verbal and nonverbal behavior, demonstrates cooperation with peers of different gender, race, and ability in a physical activity setting.

Content Standard: Activity Appreciation

Standard 6: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will value physical activity and recognize its impact on skill improvement and health.

Indicators: The student

(a) recognizes physical activity as a positive opportunity for social and group interaction.

(b) appreciates the creative aspects of skilled performance in others and self.

(c) respects the physical and performance limitations of self and others.

(d) analyzes selected physical experiences for social, emotional, and health benefits.

Prerequisites:

None

Accommodations:

Interpreter, peers, paraprofessional

New Vocabulary:

Softball/kickball, catching, throwing, hitting/kicking, batter, pitcher, offense, defense, bases, bat, glove, out, double-play, tag-up, fly ball, ground ball, tag, force

Approved Supplemental Resources:

Various balls

District Resources:

Field with backstop, gloves, softballs, kickballs, bats, cones, bases, gym

Technology Source:

Computer, printer, paper, ink, internet

Suggested Activities:

Stretching, warm-ups, Physical Focus curriculum activities, tournament, softball/kickball variations

Enrichment:

Physical Focus curriculum – activities

Assessment:

Teacher observation, teacher instruction, peers – participation, skills tests, written tests