

Standards Vertical Alignment

Priority=Priority for next year

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

1.6.1, 1.7.1, 1.8.1

6th-Demonstrates correct rhythm and pattern for one of the following rhythms forms: folk, social, creative, line or world dance

7th-Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance

8th-Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.

How we progress:

From 6th to 7th we are just differing the dance and origin. However, in 8th grade students have the correct rhythm, but must be able to create a movement sequence. Think of our dance unit and how we can create a step routine or even short dance.

1.6.2, 1.7.2, 1.8.4

6th-Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag foot-ball, speedball or team handball.

7th-Passes and receives with feet in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as soccer or speedball.

8th-Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed.

How we progress:

During this standard we see the progression of hands to feet to the use of an implement. One could use handball-soccer-hockey and see this standard achieved.

1.6.3, 1.7.3, 1.8.5

6th-Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.

7th-Dribbles with dominant and non- dominant hands or feet using a change of speed and direction in a variety of practice tasks.

8th-Dribbles with dominant and non-dominant hands or feet using a change of speed and direction in a dynamic environment.

How we progress:

One can see how we progress through this by changing from dominant hand and non-dominant hand. Also this can be achieved in any sport as long as one is using dominant and non-dominant.

1.6.4, 1.7.4, 1.8.7

6th-Demonstrates the mature form with an underhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.

7th-Demonstrates the mature form with an underhand or overhand serve with control for net/wall games such as badminton, volleyball or pickleball in a practice task.

8th-Executes a legal underhand or overhand serve for net/wall games such as pickleball, tennis, badminton, or volleyball in a dynamic environment.

How we progress:

There is little change between 6th and 7th other than we are starting to incorporate the overhand serve in net games. However, in 8th we need to see a legal serve in a dynamic environment (such as a game or activity other than practice)

1.6.5, 1.7.5, 1.8.8

6th-Demonstrates the mature form of the forehand stroke in net games in a practice task.

7th-Demonstrates the mature form of the backhand stroke in net games in a practice task.

8th-Demonstrates the mature form of forehand and backhand strokes in net games with power and accuracy in a dynamic environment.

How we progress:

Forehand stroke in net games (practice)→backhand stroke in net games (practice)→forehand and backhand stroke in net games with accuracy in dynamic environment (Badminton or pickleball)

1.6.6, 1.7.6, 1.8.9

6th-Forehand-volleys with a mature form and control using a short-handled implement.

7th-Two-hand-volleys with control in a variety of practice tasks.

8th-Two-hand-volleys with control in a dynamic environment.

How we progress:

Forehand volley with short handed implement → two handed volley in practice setting→two handed volley in dynamic environment. (Tennis setting but we do not have tennis)

1.6.7, 1.7.7, 1.8.10

6th-Demonstrates correct technique for basic skills in one self-selected outdoor activity.

7th- Demonstrates correct technique for basic skills in one outdoor or individual performance activity.

8th- Demonstrates correct technique for basic skills in at least 2 outdoor/individual performance activities.

How we progress:

Demonstrates a skill in self-selected activity→demonstrates basic skills in outdoor or individual performance activity→demonstrates skills in 2 outdoor/individual activities.

1.6.8, 1.7.8, 1.8.11

6th- Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

7th- Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

8th- Availability of facilities will dictate when swimming and water safety are offered in the curriculum.

How we progress:

Swimming has no standards for us due to the lack of swimming facilities.

Within standard 1 8th grade had 3 standards that did not align with the other two grade levels. These are:

PE.1.8.2: Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.

PE.1.8.3: Catches with a mature pattern from a variety of trajectories appropriate to the activity in a dynamic environment.

PE.1.8.6: Shoots on goal with power and accuracy as appropriate to the activity in a dynamic environment

Although these may flow into another standard there is no need to align them with another group. One could argue that these standards could fall into the section

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.1.6.7, 1.7.7, and 1.8.10. Because these are skills for selected activities.

2.6.1, 2.7.1, 2.8.1

6th-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 or pace).

7th-Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).

8th-Opens and closes space during small-sided game play by combining locomotor movements with movement concepts

How we progress:

Creating open space→closing open space→creating and closing open space all while combining locomotor movements and concepts.

2.6.2, 2.7.2, 2.8.2

6th- Identifies and/or executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.

7th-Identifies and/or executes at least two of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go.

8th-Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.

How we progress:

Identifies or executes at least one offensive tactic to create open space→same but now two→same but now three

2.6.3, 2.7.3, 2.8.3

6th-Reduces open space on defense by marking and staying close to the opponent.

7th-Reduces open space on defense by making the body larger and reducing passing angles.

8th-Adjusts open space on defense by staying on the goal side of the offensive player and reducing the distance as needed.

How we progress:

Reduce open space by marking a player→reduce open space by creating a wider body and getting in passing angles→staying on the goal side and adjusting space when needed.

2.6.4, 2.7.4, 2.8.4

6th-Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass in a practice task.

7th-Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection in practice tasks or modified game play.

8th- Reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection in a modified game play

How we progress:

Reducing space by denying the catch or allowing catch and then denying the return→reduce space by denying the pass or anticipating the speed for the interception of the object→reduce space by denying the pass or anticipating the speed for the interception of the object

2.6.5, 2.7.5, 2.8.5

6th-Transitions from offense to defense or defense to offense by recovering quickly.

7th-Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

8th-Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.

How we progress:

Transitioning from offense to defense quickly→transition with communication→transitioning with communication in order to capitalize on advantage.

2.6.6, 2.7.6, 2.8.6

6th-Creates open space in net/wall games by varying force and direction.

7th- Creates open space in net/wall games by varying force and direction, and by moving the opponent from side to side.

8th-Creates open space in net/wall games by varying force or direction, or by moving the opponent from side to side and/or forward and back.

How we progress:

Vary force and direction→force and direction and moving opponent side to side→force and direction and moving opponent side to side and front to back.

2.6.7, 2.7.7, 2.8.7

6th-Reduces offensive options for opponents by returning to mid-court position.

7th-Selects offensive shot based on opponent's location (hit where opponent is not).

8th-Varies placement, force and timing of return of offensive shot.

How we progress:

Talks about reducing options for offense based on position→select shot based on location of defense→Varies shot with timing and force

2.6.8, 2.7.8, 2.8.8

6th-Selects appropriate shot and/or equipment based on location of the object in relation to the target.

7th-Varies the speed of the shot based on location of the object in relation to the target.

8th-Varies the speed and trajectory of the shot based on location of the object in relation to the target.

How we progress:

Shot/equipment based on location of object and target→vary speed→speed and trajectory

2.6.9, 2.7.9, 2.8.10

6th- Identifies the correct defensive play based on the situation (e.g., number of outs).

7th- Selects the correct defensive play based on the situation (e.g., number of outs).

8th- Reduces open spaces in the field by working with teammates to maximize coverage

How we progress:

Identifies correct defensive play→selects correct defensive play→reduces open space by working with teammates

2.6.10, 2.7.10, 2.8.11

6th- Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

7th- Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

8th- Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.

How we progress:

No progression all the same!

Within standard 2 8th grade had 1 standard that did not align with the other two grade levels. This is:

PE.2.8.9: Identifies open spaces and attempts to strike object into that space. Examples of field/striking games include: softball, kickball, etc

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

3.6.1, 3.7.1, 3.8.1

6th- Is able to identify three influences on physical activity (e.g., school, family & peers; community & built environment; policy).

7th-Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

8th-Develops a plan to address one of the barriers within one's family, school or community to maintaining a physically active lifestyle.

How we progress:

3 influences on health→identifies barriers and how to overcome them in relation to active lifestyle→develops a plan with another source for the barrier.

3.6.2, 3.7.2, 3.8.2

6th- Participates in self-selected physical activity outside of physical education class.

7th-Participates in self-selected physical activity outside of physical education class.

8th-Participates in self-selected physical activity outside of physical education class.

How we progress:

No progression, all are the same.

3.6.3, 3.7.3, 3.8.3

6th-Participates in a variety of cardiovascular/aerobic fitness activities

7th-Participates in a variety of strength-fitness and endurance-fitness activities.

8th-Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility training.

How we progress:

Cardiovascular/aerobic activities→strength/endurance activities→plans training of cardio/strength/endurance

3.6.4, 3.7.4, 3.8.4

6th- Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.

7th-Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities

8th-Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.

How we progress:

Participates in team sports, outdoor pursuits, or dance→duel sports or individual sports→participates in any of these outside of school activities

3.6.5, 3.7.5, 3.8.5

6th-Identifies the components of skill-related fitness.

7th-Distinguishes between health-related and skill-related fitness.

8th-Compares and contrasts health-related fitness components.

How we progress:

Identifies parts of skill related fitness→differences between health and skill fitness→compares and contrasts health related fitness.

3.6.6, 3.7.6, 3.8.6

6th-Employs correct techniques and methods of stretching

7th- Describes and demonstrates the difference between dynamic and static stretches

8th-Employs a variety of appropriate static stretching techniques for all major muscle groups.

How we progress:

Correct technique of stretching→describes the difference between static and dynamic stretching→uses static stretching for major muscles.

3.6.7, 3.7.7, 3.8.7

6th-Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity(aerobic, muscular fitness and flexibility).

7th-Describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness

8th-Uses the overload principle (FITT formula) in preparing a personal workout.

How we progress:

Overload:refers to the amount of load or resistance, providing a greater stress, or load, on the body than it is normally accustomed to in order to increase fitness

Identifies→describes→uses overload principle in personal workout

3.6.8, 3.7.8, 3.8.8

6th-Describes the role of warm-ups and cool-downs before and after physical activity.

7th-Designs a warm-up/cool-down regimen for a self-selected physical activity

8th-Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.

How we progress:

Why we do warmup/cooldown→designs warmup/cooldown→implements warmup/cooldown

3.6.9, 3.7.9, 3.8.9

6th- Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale

7th- Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.

8th-Defines how the RPE Scale (Borg Rating of Perceived Exertion (RPE) Scale) can be used to determine the perception of the work effort or intensity of exercise.

How we progress:

Defines resting heart rate with the RPE scale→use the RPE to determine the perception of work intensity.

3.6.10, 3.7.10, 3.8.10

6th-Identifies major muscles used in selected physical activities

7th-Describes how the muscular system interacts with bones to create movement in pairs by relaxing and contracting

8th-Explains how major muscle groups interact with other body systems during physical activity.

How we progress:

Knows major muscles used in activities→know how relaxing and contracting works with muscles and bones→describe major muscle groups and how they interact with body systems.

3.6.11, 3.7.11, 3.8.11

6th-Identify areas of weakness based on the results of health-related fitness assessment.

7th-Design a program of remediation based on the results of personal health-related fitness assessment.

8th-Designs and implements a program of remediation for areas of weakness based on the results of personal health-related fitness assessment

How we progress:

Identifies weaknesses→design a program of remediation→implement the design of remediation.

3.6.12, 3.7.12, 3.8.12

6th-Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels

7th-Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity

8th-Describes the relationship between poor nutrition and health risk factors

How we progress:

Identify foods in all areas and portions for yourself→developing strategies of balancing food and physical activity→show relation with poor food and poor health.

3.6.13, 3.7.13, 3.8.13

6th-Identifies positive and negative results of stress and appropriate ways of dealing with each.

7th-Practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise

8th-Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

How we progress:

Positive and negative results of stress→practicing strategies for dealing with stress→demonstrate movements designed to reduce stress. e

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

4.6.1, 4.7.1, 4.8.1

6th-Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.

7th-Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.

8th-Exhibits responsibility for self and promotes responsibility in others.

How we progress:

Exhibit etiquette for facilities→proper behavior with classmates→responsibility for self and promotes responsibility in others.

4.6.2, 4.7.2, 4.8.2

6th-Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

7th-Provides corrective feedback to a peer, using teacher-generated guide- lines, and incorporating appropriate tone and other communication skills.

8th-Provides encouragement and feedback to peers without prompting from the teacher.

How we progress:

Self responsibility with corrective feedback→corrective feedback to another student→provides encouragement and feedback to peers without teacher influence.

4.6.3, 4.7.3, 4.8.3

6th-Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

7th-Demonstrates cooperation skills by following established rules and guidelines for resolving conflicts

8th-Responds appropriately to participants' ethical and unethical behavior during physical activity by using established rules and guidelines for resolving conflicts.

How we progress:

Accepts differences while providing positive feedback→cooperates with use of rules and guidelines→responds appropriately to ethical/unethical behavior.

4.6.4, 4.7.4, 4.8.4

6th-Cooperates with a small group of classmates during all class activities under teacher guidance.

7th-Problem-solves with a small group of classmates during all class activities with limited teacher guidance.

8th-Cooperates with classmates on problem-solving initiatives using self-directed behaviors.

How we progress:

Cooperates in small groups with teacher→problem solves with small group with little help from teachers→

4.6.5, 4.7.5, 4.8.5

6th-Identifies the rules and etiquette for physical activities/games and dance activities.

7th-Demonstrates knowledge of rules and etiquette by self-officiating, or modifying physical activities/games or rhythmic activities

8th-Applies rules and etiquette by acting as an official or modifying physical activities/games and rhythmic activities.

How we progress:

Identifies rules→demonstrates knowledge of rules→applies rules and etiquette in official and unofficial games/activities.

4.6.6, 4.7.6, 4.8.6

6th-Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

7th- Independently uses physical activity and exercise equipment appropriately and safely.

8th-Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

How we progress:

Uses equipment appropriately with teacher guidance→uses equipment appropriately with limited teacher involvement→uses equipment appropriate and acknowledges safety precautions with the equipment.

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

5.6.1, 5.7.1, 5.8.1

6th-Describes how being physically active leads to a healthy body.

7th- Identifies different types of physical activities and describes how each exerts a positive effect on health.

8th- Identifies different types of physical activities and describes how each exerts a positive effect on health.

How we progress:

Describes how physical activity leads to a healthy body→identifies physical activities and how each activity exerts positive effects.

5.6.2, 5.7.2, 5.8.2

6th-Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.

7th-Identifies positive mental and emotional aspects of participating in a variety of physical activities.

8th- Identifies positive mental and emotional aspects of participating in a variety of physical activities.

How we progress:

Identify how physical activities reduce stress→identify positive mental and emotional aspects of fitness.

5.6.3, 5.7.3, 5.8.3

6th-Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.

7th-Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

8th-Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

How we progress:

Recognizes challenges and copes positively→generates positive solutions.

5.6.4, 5.7.4, 5.8.4

6th-Describes how moving in a physical activity setting creates enjoyment.

7th-Identifies why self-selected physical activities create enjoyment.

8th- Identifies why self-selected physical activities create enjoyment.

How we progress:

Connects physical activity with enjoyment→identify why self selected activities create such enjoyment.

5.6.5, 5.7.5, 5.8.5

6th-Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity.

7th-Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

8th-Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.

How we progress:

Demonstrates respect for self and others→demonstrates importance of social interaction.

Skill related fitness: [agility, speed, power, balance, coordination, reaction time](#)

Health related fitness:[components cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition](#)