

**Physical Education/Health Standards
Grades 6-8**

(Standards taught across the curriculum throughout the year)

Performance Area	6th Grade	7th Grade	8th Grade
<p>Power Standards By the end of a grade, students will. . .</p>	<p>Using Knowledge to Maintain a Healthy Life Style 1. Cooperate using good social skills. 2. Enhance their ability to perform using improved knowledge and physical skills. 3. Develop nutrition and exercise as life long skills. 4. Practice safety as an important component to good health and well-being.</p>	<p>Continual Growth through Knowledge and Skill Will Ensure a Healthy Life Style 1. Enhance personal performance through continued growth in knowledge and physical skills. 2. Implement a fitness plan using a variety of practices in order to maintain a healthy life style. 3. Conduct basic treatment of first aid emergencies. 4. Use good communication skills to affect their social, emotional and physical health. 5. Communicate the importance of the functions of the body's systems.</p>	<p>Working Toward Independence Using a Balance of Social, Physical and Emotional Skills 1. Use a variety of resources to help in evaluating and improving overall fitness and well-being. 2. Make life-style choices that are beneficial to one's body. 3. Develop interpersonal skills to promote one's optimal growth and health. 4. Enhance personal and group performance by applying knowledge and practicing appropriate physical skills.</p>

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Movement Skills	<ol style="list-style-type: none"> 1. Sequence combinations of more complex weight transfer and balance movements (e.g., mule kick versus cartwheel). 2. Demonstrate more control while manipulating objects to change direction and/or distance. 3. Perform a more advanced sequence that combines weight transfer and balance movements. 4. Manipulate objects with accuracy to change their direction and/or distance. 5. Develop movement skills that demonstrate mechanically correct form (e.g., moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). Decide when to correctly use more advanced offensive and/or defensive strategies in games. 7. Discuss the potential consequences of participating in a safe and unsafe environment during activity. 8. Follow rules when participating in a wide variety of activities, games or sports 9. Define the components of good sportsmanship. 	<ol style="list-style-type: none"> 1. Perform selected sport skills using correct form. 2. Demonstrate locomotor and non-locomotor skills while manipulating objects. 3. Practice combinations of sport-related skills using correct form. 4. Use vocabulary specific to activities, games, or sports. 5. Participate in a wide variety of physical activities without interfering with others or with objects. 6. Demonstrate movement where balance is established, lost, and gained. 7. Perform a sequence that combines weight transfer and balance movements. Decide when to correctly use offensive and/or defensive strategies in games. 9. Demonstrate safety procedures/rules when participating in a group physical activity. 10. Apply rules for activity necessary to maintain a safe environment. 11. Discuss ways to resolve conflict during physical activity. 12. Define and demonstrate the components of good sportsmanship. 	<ol style="list-style-type: none"> 1. Demonstrate effective movement patterns in a variety of movement forms. 2. Use and apply correct form while performing skills during activities, games, or sports. 3. Demonstrate skills and competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns and work-related activities. 4. Observe and critique performance of manipulative skills of a classmate and identify the effective use of mechanically correct form. 5. Explain/demonstrate offensive, defensive, and cooperative strategies. 6. Demonstrate and practice the components of good sportsmanship. 7. Practice ways to resolve conflict during physical activity.

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Physical Fitness	<ol style="list-style-type: none"> 1. Explain what happens to the body the harder one plays, runs or engages in physical activity. 2. Select activities that help achieve the target heart rate zone for a specific amount of time. 3. Monitor heart rate before, during, and after physical activity. 4. Explain how to calculate their target rate zone. 5. Set a personal goal specific to a component of health-related fitness. 6. Interpret personal fitness results. 7. Participate in a progression of activities that will maintain or improve personal fitness levels. 8. Perform physical activities that will benefit cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition. 9. Explain the F.I.T.T. principle – Frequency, Intensity, Time and Type. 	<ol style="list-style-type: none"> 1. Apply principles of F.I.T.T. to establish a progression for improving fitness components. 2. Match health-related fitness components to a valid assessment of each component. 3. Define and evaluate target heart rate zone, maximum heart rate, recovering heart rate, and rate of perceived exertion. 4. Identify and monitor heart rate during activity recommended with the use of a heart rate monitor. 5. Evaluate fitness scores using health-related test norms. 6. Explain the relationship between various movements and health-related fitness components (e.g., running, cardiovascular). 7. Explain the relationship between behavioral choices and wellness levels. 8. Explain what activities can be used to improve health-related fitness scores. 	<ol style="list-style-type: none"> 1. Explain at a more advanced level the principles of training – FITT in a more physical activity. 2. Apply all safety rules and procedures when participating in physical activity. 3. Establish safety limitations for a group physical activity. 4. Apply leadership skills as a group leader when participating in physical activity. 5. Examine how to change the rules of an activity or game in order to include every participant. 6. Evaluate behavioral choices and their impact on fitness level. 7. Evaluate the effects of fitness choices on physical wellness. 8. Implement activities, which can be used to improve health-related fitness scores. 9. Identify opportunities and facilities within the community for regular participation in physical activities.
Team Building	<ol style="list-style-type: none"> 1. Demonstrate more advanced knowledge of the rules when participating in a group physical activity. 2. List the consequences for not following the class procedures and rules. 3. Perform cooperatively with a partner or a small group when participating in physical activity. 4. Complete a task with a partner or small group given a specific amount of time with limited teacher intervention during a physical activity. 5. Recognize individual differences in performance within a group. 	<ol style="list-style-type: none"> 1. Demonstrate and apply the safety rules in effect during group physical activity. 2. Establish safety limitations for a group physical activity. 3. Respect and accept individual differences within a group participating in structured group physical activity. 4. Support others, both physically and emotionally, during structured group physical activity. 5. Recognize and respect the performance of others during structured group physical activity. 6. Respect decisions made by others in activity concerning rules, procedures, and process. 7. Discuss the need for officiating during physical activity. 	<ol style="list-style-type: none"> 1. Create rules for physical activity. 2. Apply leadership skills as a group leader when participating in physical activity. 3. Examine how to change the rules of an activity or game in order to include every participant. 4. Find positive ways to assert independence during structured group physical activity. 5. Create a plan for improvement of roles played in a cooperative group physical activity. 6. Resolve interpersonal conflict during structured group physical activity.

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Principles of Health Promotion	<ol style="list-style-type: none"> 1. Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons). 2. State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox). 3. Describe common emergency procedures (e.g., fire, weather). 4. List stressors and different types of stress. 5. Describe behaviors/choices that reduce health risks – sleep, nutrition, activity, stress-management, and hygiene. 6. Recognize and respond to emergency situations that can impact health and well-being, (e.g., tornado, flood, fire). 	<ol style="list-style-type: none"> 1. Apply basic first aid to injuries (e.g., burns, bleeding, weather-related injuries). 2. Discuss the differences between bacteria and viruses. 3. Distinguish the difference between communicable and non-communicable diseases. 	<ol style="list-style-type: none"> 1. Describe and name sexually transmitted diseases – STDs. 2. Demonstrate basic knowledge of HIV and AIDS. 3. Apply basic first aid procedures (e.g., CPR, Heimlich maneuver). 4. Describe the difference between chronic and acute diseases, and those that are communicable, non-communicable, and degenerative. 5. Determine the risk factors, signs and symptoms of the top three chronic diseases – cancer, heart disease, and diabetes, and what to do if signs or symptoms are present.

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Human Body Systems	<ol style="list-style-type: none"> 1. Recognize the parts of the digestive system. 2. Illustrate how food is processed and moves through the digestive system. 3. Define the word “calorie” and list foods that have a high caloric content. 4. Classify foods into groups based on their major nutrient contribution. 5. Compare nutritional value of supplements and additives. 6. Evaluate a diet in terms of sugar, sodium, fats, and fiber. 7. Identify the benefits of both aerobic and anaerobic activities on the body’s systems. 8. Recognize reliable sources of food and dietary information. 9. Describe the principles of energy balance – calorie intake and expenditure. 10. Identify characteristics of puberty and the effects of these changes on physical, mental, and social development. 11. Explain the basic functions of the reproductive system. 12. Discuss the influences and behaviors that may lead to eating disorders. 13. Discuss the health risks of fad diets and eating disorders such as anorexia, bulimia, and overeating. 14. Discuss physical, mental, emotional and social changes that occur during puberty. 15. Explain the relationship between conception and the fertility cycle. 16. Investigate options for healthy weight loss and gain. 	<ol style="list-style-type: none"> 1. Identify parts of the circulatory system. 2. Describe how blood circulates throughout the body. 3. Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities. 	<ol style="list-style-type: none"> 1. Describe how the circulatory and respiratory systems work together. 2. Explain what happens to the brain when it does not get oxygen. 3. Recognize personal health behaviors and choices that help or hinder the functioning of the body’s systems. 4. Analyze the effects of drug use, misuse, and abuse on health status. 5. Explain the possible dangers of tattooing and body piercing. 6. Analyze teen trends and their relationship to health, (e.g., diet, skin products, body piercing, tattoos). 7. Know the effects that disease can have on the body’s systems. 8. Discuss dating as one way of exploring friendships and learning new social skills. 9. Discuss how health-related choices made today can affect a person’s physical, mental, emotional, and social growth and development in the future, including early prevention and detection of certain diseases (specifically cancer).

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Promoting Health and Well-Being	<ol style="list-style-type: none"> 1. Identify places to avoid because of potential danger. 2. Analyze possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest different options that could have been chosen. 3. Predict the outcome of being in dangerous situations. 	<ol style="list-style-type: none"> 1. Determine the consequences of conflict among peers and parents. 2. Demonstrate and practice negotiation, mediation, and conflict resolution skills. 3. Identify passive, aggressive, passive-aggressive, and assertive forms of communication. 4. Compare and contrast methods for addressing interpersonal differences, (e.g., avoidance, confrontation, compromise). 5. Discuss how emotional and social changes that occur during puberty affect decision-making. 6. Discuss peer pressure in terms of needing to use refusal skills. 	<ol style="list-style-type: none"> 1. List health-related problems that affect adolescents. 2. Explain how choices one makes now can affect one's health in the future. 3. Demonstrate refusal skills within the context of dangerous situations, (e.g., drugs, alcohol, tobacco).