MOTOR SKILLS AND MOVEMENT PATTERNS	HEALTH RELATED FITNESS	SOCIAL AND COOPERATIVE SKILLS	AFFECTIVE CONCEPTS	COGNITIVE CONCEPTS	PHYSICAL EDUCATION STANDARDS GRADE 7

Demonstrates competency in many movement forms and proficiency in a few movement forms.
• Demonstrates the ability to apply activity specific skills relative to intermediate eye-hand/foot coordination and strategies (e.g., individual, dual and team sports, physical fitness activities).
• Develops the ability to participate successfully in physical activities.
  o Executes mature patterns for basic manipulative, locomotor, and non-locomotor skills.
  o Demonstrates basic offensive and defensive skills, strategies, and rules in game situations.
• Participates in rhythmic activities, movement sequences and/or dances. (e.g., folk dance, social dance, classical dance, ethnic dance, creative dance, modern dance, aerobic movements).
• Demonstrates some intermediate skills of adventure/outdoor education activities.
• Develops and refines gymnastic sequences appropriate to individual ability and confidence level in a non-competitive situation.
• Understands and applies balance and weight-transfer concepts (e.g., throwing, striking, running).
 	
Performs motor skills and movement patterns necessary to participate in a variety of physical activities.
• Combines and applies movement skills and patterns to progress from simple to complex in aquatics, rhythms/dance, individual, dual and team sports and physical fitness activities.
• Participates in aerobic and anaerobic activities (e.g., step aerobics, walking, badminton, jogging, weight training).
• Understands and engages in proper warm-up and cool down procedures.
• Practices skill-related components of physical fitness (i.e., reaction time, balance, agility, coordination, power, speed).
• Utilizes exercises and training such as warm-up/cool down, and frequency.
• Adds overload, intensity, specificity, and progression concepts to exercises and training.
• Participates in appropriate conditioning and strength training programs for the selected activity.
• Practices previously introduced skills into game situations (e.g., volleyball, badminton, basketball, soccer, tennis, golf).
• Applies rules in game situations.
• Applies safety practices when participating in physical activities.
	Exhibits a physically active lifestyle.
	• Achieves and maintains a health-enhancing level of physical fitness.
	  o Participates regularly in physical activity that contributes to improved physical fitness and overall wellness.
	  o Participates in developmentally appropriate physical activities that contribute to the improvement of health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, body composition, flexibility).
	  o Identifies and utilizes available community resources that promote an active lifestyle (e.g., YMCA, American Heart Association, local gyms, wellness centers, community centers, parks).
	  o Participates in health-enhancing physical activities during leisure time.
	• Understands the importance of daily participation in aerobic activities at the target heart rate.
	  o Identifies how to determine target heart rate.
	  o Identifies differences among resting, target and recovering heart rate.
	• Participates in a teacher directed fitness plan.
	  o Uses personal fitness assessment data to enhance understanding of fitness (e.g., fitness logs, online journals).
	  o Selects and uses appropriate level of technology tools to evaluate, monitor and improve physical development (e.g., pedometers, heart rate monitors, scales).
	  o Demonstrates appropriate strength training and conditioning techniques.
	• Participates in outdoor and lifelong leisure activities (e.g., bowling, golf, tennis, swimming, cycling).
	• Selects and participates in individual, group, and/or family oriented physical activities that provide enjoyment and challenge.
	
	Practices the basic principles of exercise physiology and proper nutrition.
	• Identifies the relationship among fluid balance, physical activity, and environmental conditions (e.g., loss of water and salt during exercise, proper warm-up and cool-down, stress, energy expenditure, caloric intake).
	• Explains the relationship among physical exercise, nutrition, body composition and body types.
	• Lists a variety of long-term physical, emotional, and social benefits of regular participation in physical activity.
		Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
		• Recognizes potential conflicts and means of prevention.
		• Displays acceptance of the teacher's (coach's, peer referees') decisions regarding a personal rule infraction without displaying negative reactions towards others.
		• Resolves conflicts and accepts decisions of judgment in socially acceptable ways.
		• Demonstrates safe and appropriate use and care of equipment and facilities.
		• Identifies the social and emotional benefits of participating in physical education (e.g., stress relief, friends, relaxation).
		• Demonstrates a variety of roles within a group in order to achieve physical activity goals (e.g., leader, follower, teammate).
		• Demonstrates responsible and ethical behaviors in physical activity settings.
		• Understands potential consequences when confronted with a behavior choice.
		• Makes responsible decisions on the role of rules and procedures in physical activity.
		
		Understands and respects differences among people in physical activity settings.
		• Identifies physical activity that fosters an appreciation of cultural, ethnic, gender, and physical diversity.
		  o Understands the need for inclusion of others with special needs.
		  o Participates in a variety of games (e.g., basketball, kickball, whiffleball, rhythmic, aerobic activities).
		• Demonstrates the importance of team work, sportsmanship, and fair play.
		• Discusses the impact of peer pressure on participation in physical activity.
		
		Participates in physical activities with people of all ages, backgrounds, interests, and abilities.
		• Identifies and demonstrates positive attitudes towards self and others through verbal and nonverbal behaviors.
		• Recognizes and respects the physical and performance limitations or self and others in cooperative as well as competitive settings.
		• Includes others willingly in physical activity outside the teacher-directed environment.
			Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
			• Continues to demonstrate a positive attitude toward participation in physical activities.
			• Participates in a variety of activities to provide opportunities for enjoyment and satisfaction.
			• Participates in physical activities as a form of self-expression.
			
			Exhibits a positive attitude toward physical activity and its contribution to a healthful lifestyle.
			• Reviews the benefits of participating in individual or group physical activity.
			• Enhances self-esteem through participation in physical activity.
			
			Demonstrates a willingness to try new games and skills for challenge and personal reward.
			• Participates actively in physical activities.
			• Enjoys learning new physical activities.
			• Identifies new activities that meet individual fitness needs.
				Applies an understanding of motor skills and movement patterns as they relate to the learning and performance of physical activities.
				• Participates in teacher-guided goal- setting for improvement in individual and team physical activities.
				• Understands offensive, defensive, and transition strategies in various activities.
				
				Exhibits an understanding of safety practices, rules, and etiquette for various physical activities in individual and group settings.
				• Exhibits knowledge of specific rules and strategies.
				• Follows rules and procedures designed for safe participation.
				• Demonstrates the correct use of physical education equipment.
				
				Understands the implications of and the benefits from involvement in physical activities.
				• Participates in a teacher-directed fitness plan.
				• Differentiates low, moderate, and high intensity exercises (e.g., walk, jog, sprint, run).
				• Identifies physical activities that lead to a high degree of physical fitness.
				• Identifies the effects of regular participation in moderate to vigorous physical activity in relation to improved overall health (e.g., stress management, heart disease, weight management).
				• Understands the inherent risks associated with physical activity in extreme environments (e.g., dehydration, heat exhaustion, over-exertion, hypothermia).
				
				Uses content knowledge to achieve and maintain fitness.
				• Understands the basic principles of exercise physiology, nutrition, and chemical substances (legal and illegal) and their effects on the mind and body.
				• Demonstrates skills and strategies that are common across various sports and physical activities.
				• Lists characteristics of a physically fit person and a sedentary person (e.g., body weight, mental health, blood pressure, life expectancy).
				
				Understands the effects of chemical substances on physical performance and the mind/body.
				• Identifies the effects of chemical substances on the body/mind (e.g., tobacco, alcohol, illegal drugs, steroids, inhalants, OTC drugs).	