

**Seventh and Eighth Grade PE** students at St. Patrick’s will participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary level. Middle school physical education will build a framework for lifetime activities and healthy living. Middle school is a time of transition, which may bring about confusion in physical, emotional, social, and intellectual worlds. To successfully bridge this transition, students will explore and apply information, as well as participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>1.1 Motor Skills</b>	a. Demonstrate offensive and defensive movement strategies in a modified version of a team sport. b. Perform a variety of simple rhythmic movements. c. Display the basic skills and safety procedures needed to participate in activities.	3 vs. 3 basketball, 5 vs. 5 soccer, softball Jump rope, line dance, jazz dance Running, weight training, golf	Tests Daily Work Timed Tests Teacher Observation
<b>1.2 Application</b>	a. Explain and demonstrate various game strategies. b. Describe the critical elements of an advanced sport skill. c. When observing an elite team, describe characteristics that make it successful. d. Describe principles of training and conditioning for specific physical activities.	Individual, dual, and team sports Health and skill related fitness, stress management and cooperation Analysis of a workout including health and skill related fitness, assessment, and sport specific training	Tests Daily Work Teacher Observation
<b>1.3 Active Living</b>	a. Choose to exercise at home for personal enjoyment and benefit. b. Participate in games, sports, dance, and outdoor pursuits both in and out of school based on individual interests and capabilities. c. Identify opportunities close to home for participation in different kinds of *activities	Activity log Discussion on importance of physical activity	Tests Daily Work Teacher Observation
<b>1.4 Physical Fitness</b>	a. Maintain a record of moderate to vigorous physical activity. b. Correctly demonstrate various weight training techniques and safety standards. c. Plan a circuit weight training program designed to meet physical fitness goals. d. Engage in physical activity at the target heart rate for a minimum of twenty minutes.	Analysis of available health and fitness clubs for own needs Heart rate training zone assessment	Tests Daily Work Teacher Observations

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
<b>1.5 Personal and Social Skills</b>	<ul style="list-style-type: none"> <li>a. Identify positive and negative peer influence.</li> <li>b. Play within the rules of a game or activity.</li> <li>c. Consider the consequences when confronted with a behavior choice.</li> <li>d. Resolve interpersonal conflicts with sensitivity to rights and feelings of others.</li> <li>e. Develop positive techniques for use in handling conflict with others without confrontation.</li> <li>f. Find positive ways to exert independence.</li> <li>g. Make choices based on the safety of self and others.</li> <li>h. Accept a controversial decision of an official.</li> <li>i. Demonstrate an understanding of the way sports and dance influence American culture.</li> <li>j. Display sensitivity to the feelings of others during interpersonal interactions.</li> <li>k. Respect the physical and performance limitations of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of scenarios (e.g., conflict, anger-inducing or ethical behavior) using role play and/or videos</li> <li>Game adaptations to meet special needs or to enhance the level of participation (e.g., all students must touch ball before team can take a shot in 3-3 basketball)</li> <li>Citizenship classroom duties</li> <li>Physical challenge (e.g., human knot, partner knot, partner pull-up)</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Teacher Observations</li> </ul>
<b>1.6 Value of Exercise</b>	<ul style="list-style-type: none"> <li>a. Feel satisfaction when engaging in physical activity.</li> <li>b. Enjoy the aesthetic and creative aspects of performance.</li> <li>c. Enjoy learning new activities.</li> <li>d. Become more skilled (e.g., learning strategy, additional skills) in a favorite activity.</li> </ul>	<ul style="list-style-type: none"> <li>Physical Education Awareness Week activities, such as public service announcements over PA</li> <li>Tumbling routines (individual and group)</li> <li>New games/activities (e.g., pickleball, speedball, jazz dance, decathlon)</li> <li>Extra-curricular/out-of-school activities</li> </ul>	<ul style="list-style-type: none"> <li>Daily Work</li> <li>Teacher Observations</li> </ul>