

# Grades 6-8

## Physical Competence 1

### 1 Students will demonstrate proficiency in motor skills and movement patterns needed to perform a variety of activities. 1.1

- E1 I can apply locomotor, non-locomotor, and manipulative skills to games and sports with an emphasis on executing the skills with correct fundamental technique. 1.1.E1
- E2 I can integrate change of direction and speed while maintaining control of the body and manipulative. 1.1.E2
- E3 I can differentiate offensive and defensive skills for various games and sports. 1.1.E3
- E4 I can identify various games and sports and the skills needed for each. 1.1.E4
- F1 I can execute the skills required for a variety of games and sports. 1.1.F1
- F2 I can demonstrate correct technique for basic skills in at least two outdoor recreation activities. 1.1.F2

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### 2 Students will apply the knowledge of concepts, principles, strategies, and tactics related to movement and performance. 1.2

- E1 I can judge when I need to transition between offense and defense, minimizing options for opponents, and correcting defensive play based on the situation. 1.2.E1
  - E2 I can implement varying force and direction for games and activities. 1.2.E2
  - E3 I can recognize the strategic relationship between open spaces and manipulative skills. 1.2.E3
  - F1 I can communicate to advance a partner/teammate or to capitalize on an advantage during transitions between offense and defense and/ or reduce open spaces. 1.2.F1
  - F2 I can describe and apply mechanical advantages to vary force or direction in the game/activity situation. 1.2.F2
  - F3 I can evaluate the weather and other situations to make adjustments regarding safety during outdoor recreation activities. 1.2.F3
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## Knowledge and Understanding 2

### 1 Students will demonstrate physical literacy needed to achieve and maintain a health-enhancing level of physical activity. 2.1

- E1 I can describe how being physically active leads to a healthy body. 2.1.E1
  - E2 I can analyze the difference between aerobic and non-aerobic exercise and the difference between muscular strength and endurance. 2.1.E2
  - E3 I can describe the relationship between resting heart rate and aerobic fitness. 2.1.E3
  - E4 I can recognize factors that influence personal physical activity. 2.1.E4
  - E5 I can use technology to enhance the benefits of exercise. 2.1.E5
  - F1 I can create and implement a personal workout plan using the overload principle, or FITT formula, to improve levels of health-related fitness and nutrition. 2.1.F1
  - F2 I can apply strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise. 2.1.F2
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## Motivation and Confidence 3

### 1 Students will exhibit responsible personal and social behavior that respects self and others. 3.1

- E1 I can demonstrate personal responsibility for collaboration and safe behaviors. 3.1.E1
  - E2 I can provide encouragement and positive feedback to those with differences in physical development, maturation, and skill level. 3.1.E2
  - F I can use rules and guidelines for addressing ethical and unethical behavior during physical activity. 3.1.F
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### 2 Students will demonstrate physical literacy through physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 3.2

- E I can discuss how lifelong physical activity benefits physical, social, and emotional health. 3.2.E
- F1 I can apply the five components of health-related fitness and explain the connections between fitness and overall mental and physical health. 3.2.F1
- F2 I can ask for help and help others in various physical activities. 3.2.F2