

How Health Education Today’s “Middle/Jr. High School Physical Education Curriculum” Meets National Standards for P.E.

<http://www.k12.wa.us/healthfitness/Standards.aspx>

5 National Physical Education Standards:

1. Students will demonstrate competency in a variety of motor skills and movement patterns.
2. Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Students will exhibit responsible personal and social behavior that respects self and others.
5. Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

State Example: Washington State

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Games and Sports

Topics:	6 th Grade:	7 th Grade:	8 th Grade:
1. Throw	Demonstrate mature pattern in a throw (underhand and overhand) for accuracy. PE1.1.6	Perform a throw (underhand and overhand) with mature pattern for distance and accuracy during small-sided game play. PE1.1.7	Apply a throw (underhand and overhand) with mature pattern for distance and accuracy during modified game play. PE1.1.8

2. Catch	Demonstrate a catch with mature pattern from a variety of trajectories using different objects. PE1.2.6	Perform a catch with mature pattern with hands or an implement in small-sided game play. PE1.2.7	Apply a catch with mature pattern with hands or an implement in modified game play. PE1.2.8
3. Pass and Receive	Demonstrate passing and receiving with hand, foot, or implement with competency while moving and changing direction and speed. PE1.3.6	Perform passing and receiving with hand, foot, or implement with competency (including leading pass) while moving and changing direction and speed in small-sided game play. PE1.3.7	Apply passing and receiving with an implement with competency (including leading pass) while moving, changing direction and speed and/or level in modified game play. PE1.3.8
4. Dribble	Demonstrate dribbling skills with preferred hand, foot, or implement with competency while moving and changing direction and speed. PE1.4.6	Perform dribbling skills with preferred and nonpreferred hand, foot, or implement with competency while moving and changing direction and speed in small-sided game play. PE1.4.7	Apply dribbling skills with hand, foot, or implement with competency while changing direction, speed, or level in modified game play. PE1.4.8
5. Strike	Demonstrate underhand and overhand striking with competency with and without an implement. PE1.5.6	Perform underhand and overhand striking with competency with and without an implement in small-sided game play. PE1.5.7	Apply underhand and overhand striking with competency with and without an implement in modified game play. PE1.5.8
6. Forehand and Backhand	Demonstrate forehand and backhand strikes with competency using weight transfer and correct timing with a short-handled implement. PE1.6.6	Perform forehand and backhand strikes with competency using weight transfer and correct timing with a long-handled implement in small-sided game play. PE1.6.7	Apply forehand and backhand strikes with accuracy with a short-or long-handled implement using weight transfer and correct timing in a modified game. PE1.6.8
7. Shoot	Demonstrate shooting on goal or target with power and competency. PE1.7.6	Perform shooting on goal or target with power and accuracy in small-sided game play. PE1.7.7	Apply shooting on goal or target with power and accuracy in modified game play. PE1.7.8
8. Serve	Demonstrate an underhand serve with control, weight transfer, and competency. PE1.8.6	Perform an underhand and overhand serve with control, weight transfer, and competency in small-sided game play. PE1.8.7	Apply an underhand and overhand serve with control, weight transfer, and competency in modified game play. PE1.8.8
9. Volley	Demonstrate forehand-volley with control and competency with and without a short-handled implement. PE1.9.6	Perform forehand-and backhand-volleys with control and competency with and without a short-or long-handled implement in small-sided game play. PE1.9.7	Apply forehand-and backhand-volleys with control and competency with and without a short-or long-handled implement during modified game play. PE1.9.8

10. Offensive Skills	Demonstrate pivots and fakes without defensive pressure. PE1.10.6	Perform pivots and defensive pressure in small-sided game play. PE1.10.7	Apply pivots, fakes, and give-and-go during modified game play. PE1.10.8
11. Defensive Skills	Demonstrate defensive-ready position, with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. PE1.11.6	Perform defensive positioning while moving without crossing feet in small-sided game play. PE1.11.7	Apply defensive positioning while moving without crossing feet during modified game play. PE1.11.8

Lifetime Activities

12. Individual-Performance Activities	Demonstrate correct technique for basic skills in one selected individual-performance activity. PE1.12.6	Perform correct technique for a variety of skills in one selected individual-performance activity. PE1.12.7	Apply correct technique for a variety of skills in two selected individual-performance activities. PE1.12.8
13. Outdoor Pursuits	Demonstrate correct technique for basic skills in one selected outdoor activity. PE1.13.6	Perform correct technique for a variety of skills in one selected outdoor activity. PE1.13.7	Apply correct technique for a variety of skills in two selected outdoor activities. PE1.13.8

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Games and Sports

Topics:	6 th Grade:	7 th Grade:	8 th Grade:
1. Invasion Games, Offensive Tactics	Demonstrate at least one of the following offensive tactics to create open space: move to open space without the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense. PE2.1.6	Grade 7 Demonstrate at least two of the following offensive tactics to create open space: move to open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly. PE2.1.7	Grade 8 Apply at least three of the following offensive tactics to create open space: move to create open space on and off the ball; use a variety of passes, pivots, and fakes; use the width and length of the field or court on offense; create open space by staying spread out on offense; cut and pass quickly; use give-and-go; use fakes off the ball. PE2.1.8

2. Invasion Games, Defensive Tactics	Demonstrate reducing open space on defense in various ways (changing body position, reducing passing angles by not allowing the catch, allowing the catch but not the return pass). PE2.2.6	Demonstrate reducing open space on defense by staying on the goal side of the offensive player. PE2.2.7	Apply concepts of reducing open space on defense by staying on the goal side of the offensive player and anticipating the speed of the object or person for the purpose of interception or deflection. PE2.2.8
3. Invasion Games, Transitions	Demonstrate transitions from offense to defense or defense to offense by recovering quickly. PE2.3.6	Demonstrate transitions from offense to defense or defense to offense by recovering quickly. PE2.3.6	Demonstrate transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates. PE2.3.7
4. Net and Wall Games, Creating Space	Create open space in net and wall games by moving opponent from side to side. PE2.4.6	Create open space in net and wall games by moving opponent from side to side. PE2.4.6	Create open space in net and wall games by moving opponent from side to side. PE2.4.6
5. Net and Wall Games, Tactics and Shots	Demonstrate reducing offensive options for opponents by returning to midcourt position. PE2.5.6	Demonstrate reducing offensive options for opponents by returning to midcourt position. PE2.5.6	Demonstrate offensive shot based on opponent's location. PE2.5.7
6. Field and Strike, Offensive Tactics	Identify open spaces and attempt to strike object into that space. PE2.6.6	Identify open spaces and attempt to strike object into that space. PE2.6.6	Demonstrate a variety of shots to hit to open space. PE2.6.7
7. Field and Strike, Defensive Tactics	Identify the correct defensive play based on the situation. PE2.7.6	Identify the correct defensive play based on the situation. PE2.7.6	Select the correct defensive play based on the situation. PE2.7.7
<u>Individual Physical Activities</u>			
8. Target Games	Identify an appropriate shot or club based on location of the object in relation to the target. PE2.8.6	Determine how to vary the speed or trajectory of the shot based on location of the object in relation to the target. PE2.8.7	Apply the concepts of speed, force, and trajectory of a shot based on location of the object in relation to the target. PE2.8.8
9. Movement and Rhythm	Apply force to successfully perform movement activities. PE2.9.6	Identify how mechanical advantage (Newton's Laws) can affect movement performance. PE2.9.7	Apply concepts of mechanical advantage (Newton's Laws) to movement. PE2.9.8
10. Outdoor Pursuits	Identify appropriate decisions, based on level of difficulty due to conditions or ability, to ensure safety of self and others. PE2.10.6	Analyze a situation and make appropriate decisions, based on level of difficulty due to conditions and ability, to ensure safety of self and others. PE2.10.7	Implement safe protocols in self-selected outdoor pursuits. PE2.10.8

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity

Topics:	6 th Grade:	7 th Grade:	8 th Grade:
1. Benefit of Physical Activity	Describe how being physically active leads to a healthy body. PE3.1.6	Describe how being physically active contributes to mental health. PE3.1.7	Explain connections between fitness and overall physical and mental health. PE3.1.8
2. Engagement in Physical Activity	Participate in self-selected physical activity outside of physical education class. PE3.2.6	Participate in physical activity two times per week outside of physical education class. PE3.2.7	Participate in physical activity three times per week outside of physical education class. PE3.2.8

Fitness

3. Components of Fitness	Identify activities used to develop components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.3.6a Classify fitness assessments to corresponding components of skill-related fitness. PE3.3.6b Classify activities to corresponding components of skill-related fitness. PE3.3.6c	Identify health-related and skill-related components of fitness for specific physical activities. PE3.3.7	Explain health-related and skill-related components of fitness for self-selected physical activities. PE3.3.8
4. Health-Related Fitness	Differentiate between aerobic and anaerobic. PE3.4.6a	Differentiate between muscular strength and muscular endurance. PE3.4.7a	Describe impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition.
5. FITT Principle	Describe each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance. PE3.5.6	Describe the FITT principle for muscular strength, muscular endurance, and flexibility. PE3.5.7	Construct a personal workout using the FITT principle. PE3.5.8

6. Phases of Exercise	Describe role of warm-ups and cool-downs before and after physical activity. PE3.6.6	Design a warm-up or cool-down for a self-selected physical activity. PE3.6.7	Design and implement a warm-up or cool-down for a self-selected physical activity. PE3.6.8
7. Engagement in Fitness Activities	Participate in a variety of cardiorespiratory endurance activities. PE3.7.6	Participate in a variety of cardiorespiratory endurance, muscular strength, and muscular endurance fitness activities. PE3.7.7	Participate in a variety of self-selected fitness activities outside of school. PE3.7.8
8. Body Systems	Identify major muscles used in selected physical activities. PE3.8.6	Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. PE3.8.7	Explain how respiratory, muscular, and skeletal systems interact with each other during physical activity. PE3.8.8
9. Nutrition	Identify appropriate servings and portions for each food group specific to personal physical activity level. PE3.9.6a	Explain why the six essential nutrients (carbohydrates, fats, proteins, vitamins, minerals, water) are needed for physical performance. PE3.9.7a	Conduct and reflect on a personal caloric needs assessment based on age, gender, activity level, and specific health requirements. PE3.9.8a
	Compare and contrast caloric expenditure for a variety of physical activities. PE3.9.6b	Explain relationship of caloric intake and expenditure to weight management and investigate strategies for balancing calories. PE3.9.7b	Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. PE3.9.8b

Physical Activity and Fitness Planning

10. Goal-Setting	Use a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment. PE3.10.6	Use a SMART goal to improve or maintain two areas of health-related fitness based on fitness assessments. PE3.10.7	Use a SMART goal to improve or maintain three areas of health-related fitness based on fitness assessments. PE3.10.8
11. Physical Activity and Nutrition Log	Maintain and reflect on a personal physical activity log. PE3.11.6	Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7	Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Topics:	6 th Grade:	7 th Grade:	8 th Grade:
1. Personal Responsibility	Exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. PE4.1.6	Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates. PE4.1.7	Accept responsibility for improving one's own level of physical activity and fitness. PE4.1.8
2. Rules and Etiquette	Demonstrate rules and etiquette during physical activities and games. PE4.2.6	Demonstrate knowledge of rules and etiquette by self-officiating physical activities and games. PE4.2.7	Apply rules and etiquette as an official for physical activities and games. PE4.2.8
3. Receiving and Providing Feedback	Provide corrective feedback to a peer using teacher-generated rubric with appropriate tone and other communications skills. PE4.3.6	Demonstrate responsibility by providing and accepting specific corrective feedback to improve performance. PE4.3.7	Provide encouragement and feedback to peers without prompting. PE4.3.8
4. Working with Others	Demonstrate cooperation in a small group during physical activity. PE4.4.6	Demonstrate cooperative skills by establishing rules and guidelines for resolving conflicts. PE4.4.7	Use cooperative skills and strategies that promote team or group dynamics. PE4.4.8
5. Safety	Use physical activity and fitness equipment appropriately and safely with teacher guidance. PE4.5.6	Independently use physical activity and fitness equipment appropriately and safely. PE4.5.7	Identify specific safety concerns associated with physical activity and fitness equipment. PE4.5.8
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.			
Topics:	6 th Grade:	7 th Grade:	8 th Grade:
1. Challenge	Apply strategies for overcoming individual challenges in a physical activity setting. PE5.1.6	Use positive strategies when faced with a group challenge. PE5.1.7	Apply strategies to overcome challenges in a physical activity. PE5.1.8
2. Self-Expression and Enjoyment	Describe how moving competently in a physical activity setting creates enjoyment. PE5.2.6a Identify how self-expression and physical activity are related. PE5.2.6b	Identify why self-selected physical activities create enjoyment. PE5.2.7a Explain the relationship between self-expression and lifelong enjoyment through physical activity. PE5.2.7b	Discuss how enjoyment can be increased in self-selected physical activities. PE5.2.8a Identify and participate in an enjoyable activity that prompts individual self-expression. PE5.2.8b

3. Social Interaction	Demonstrate importance of social interaction by following rules and encouraging others in various physical activities and games. PE5.3.6	Demonstrate importance of social interaction by avoiding trash talk and playing in the spirit of activities and games. PE5.3.7	Demonstrate importance of social interaction by asking for help and helping others in various physical activities and games. PE5.3.8
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