

# WGSD Curriculum

## Physical Education

Course: Physical Education  
Grade Level: Seventh - Eighth  
LG 1 Responsibility

### HIGH PRIORITY STANDARDS

**NASPE #5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and /or interaction.

**NASPE 4:** Exhibits responsible personal and social behavior that respects self and others.

**Show-Me Standard #2** - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

#### LEARNING GOAL

Students will be able to communicate effectively with others to promote respect and conflict resolution.

#### PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Providing support or positive suggestions to facilitate group progress or success.
- Contributing to the success of the team.
- Resolving conflict with sensitivity to the rights and feelings of others.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as:
- Performing processes such as:
  - Identifying ways the group can progress or achieve success.
  - Recognizing opportunities to show respect for individual similarities and differences.
  - Demonstrating good sportsmanship

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**WGSD Curriculum**  
**Physical Education**

**LEARNING TARGETS**

Students know how to:

- Exhibit appropriate verbal and physical expressions during participation in learning activities and performances, sportsmanship, enthusiasm, satisfaction of performances, and appropriate conflict resolution.
- Participate in a group setting with students of similar and different skill level, knowledge base, gender, and ethnicity
- Recognize causes and demonstrates possible solutions to issues related to a physical activity setting.

## WGSD Curriculum Physical Education

Course: Physical Education  
Grade Level: Seventh - Eighth  
LG 2 Prevention and Safety

### HIGH PRIORITY STANDARDS

**NASPE Standard #2** - The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**Show- Me Standard #4** - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles of movement and physical fitness

LEARNING GOAL	PROFICIENCY SCALE
<p>Students will be able to safely play and enjoy sports activities.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Applying safety guidelines and techniques while engaging in sports activities.</li> <li>● Participating in the necessary warm-up, stretching, and cool-down procedures for the sport being played.</li> <li>● Explaining the various safety concerns presented by different physical settings, such as the track, gym, or ball fields.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● Recognizing and recalling specific vocabulary, such as: warm-up, cool-down, stretch, gear, equipment</li> <li>● Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying reasons for warm-up, cool-down, and stretching procedures.</li> <li>○ Wearing correct attire for the sport being played.</li> </ul> </li> </ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

## **WGSD Curriculum**

### **Physical Education**

#### **LEARNING TARGETS**

Students know how to:

- Recognize causes and demonstrate possible solutions to issues related to safe practices within the physical activity setting.
- Discuss and recognize that different physical settings (gym, track, outdoor fields) each have unique safety concerns and be able identify safe practices that apply to those settings.
- Appropriate participation in activities that prepare the student for physical activity (warm-ups, stretching, and cool-downs).
- Wearing appropriate attire for physical activity is necessary for safety, movement efficiency purposes, and hygiene.

# WGSD Curriculum

## Physical Education

Course: Physical Education

Grade Level: Seventh-Eighth

LG 3 Sports Skills

### HIGH PRIORITY STANDARDS

**NASPE #2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**NASPE #5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and /or interaction.

**Show-Me Standard #4** - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge principle of movement and physical fitness.

#### LEARNING GOAL

Students will be able to participate in a variety of team, individual, and dual sports.

#### PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Explaining the history, rules, and principles of a variety of sports such as softball, volleyball, gymnastics, or tennis.
- Analyzing the play of an opponent and applying defensive and offensive techniques and strategies.
- Applying terminology, scoring, etiquette and game rules for specific sports.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: etiquette, player position, technique, strategies, tactics, cooperation, competition, rules specific to the sport.
- Performing processes such as:
  - Demonstrating increasing levels of competence in a game.
  - Identifying offensive and defensive strategies in a game setting.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

## **WGSD Curriculum Physical Education**

### **LEARNING TARGETS**

Students know how to:

- Demonstrate application of terminology, scoring, rules of play, skill-techniques, etiquette, safety principles and basic intermediate strategies for the sport units covered in the instructional program.
- Analyze and use basic to intermediate offensive and defensive strategies in games and modified versions of sports.
- Discover the history and role of games and sports.

# WGSD Curriculum

## Physical Education

Course: Physical Education  
Grade Level: Seventh-Eighth  
LG 4 Fundamental Movement

### HIGH PRIORITY STANDARDS

**NASPE Standard #1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Show-Me Standard #4** - In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge principle of movement and physical fitness.

#### LEARNING GOAL

Students will be able to apply critical elements of movement to various activities

#### PROFICIENCY SCALE

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Combining complex movement patterns into rhythmic sequence individually and with others.
- Applying the ability to detect, analyze, and correct errors in personal movement patterns.
- Creating and performing rhythmic and movement activities.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: traveling, rolling, balance, weight transfer, sequence, locomotor, non-locomotor, tempo, beat of the music and/or rhythm pattern.
- Performing processes such as:
  - Recognizing rhythmic sequences.
  - Applying basic movement skills to activities.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

## **WGSD Curriculum Physical Education**

### **LEARNING TARGETS**

Students know how to:

- Demonstrate skills that combine complex movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence individually and with a partner or group.
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness skills, track and field, dance).



## WGSD Curriculum Physical Education

Course: Physical Education  
Grade Level: Seventh-Eighth  
LG 5 Fitness and Wellness

### HIGH PRIORITY STANDARDS

**NASPE 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**NASPE 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**NASPE 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or interaction.

**Show-Me Standard #2:** In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

**Show-Me Standard #4:** In Health & Physical Education, students in Missouri Public Schools will acquire a solid foundation which includes knowledge of principle of movement and physical fitness

<b>LEARNING GOAL</b>	<b>PROFICIENCY SCALE</b>
<p>Students will understand the principles of fitness that are part of achieving and maintaining a healthy life.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Performing activities that illustrate fitness principles such as agility, speed, and endurance.</li> <li>● Self-monitoring levels of physical activity using information from different sources.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● Recognizing and recalling specific vocabulary, such as: body composition, reaction time, pedometer, heart rate.</li> <li>● Performing processes such as:               <ul style="list-style-type: none"> <li>○ Identifying ways to monitor personal fitness.</li> </ul> </li> </ul>

**WGSD Curriculum**  
**Physical Education**

o Performing physical fitness skills to improve personal health.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**LEARNING TARGETS**

Students know how to:

- Perform fitness related activities that include coordination, agility, balance, power, speed and reaction time.
- Demonstrate knowledge related to health-related fitness includes muscular strength, endurance, body composition, flexibility, and cardiovascular fitness.
- Evaluate personal needs and set realistic goals for improving physical activity participation and achievement of goals.
- Set realistic goals utilizing assessment tools. ( standardized testing, pedometers and heart rate monitors).