

GRADES 6-8 OVERVIEW

The goal of physical education in Grades 6-8 is to develop physically literate individuals. A high-quality middle school physical education program follows a curriculum which is based on standards and grounded in an understanding of the characteristics of students.

- **Skill execution** and implementation of strategies and tactics rather than development becomes the focus of the program as basic motor skills are refined and offensive/defensive strategies are implemented in modified games and activities.
- **Physical characteristics** include rapid growth, improvement of coordination and balance, and improved endurance as heart and lung sizes increase.
 - Students in this grade range display unique developmental characteristics as they experience the intellectual, physical, emotional, and social changes that accompany the transition from childhood to adolescence. Within this age group, students of the same age may vary widely in terms of physical maturity, and the rapid changes they experience may disrupt balance, coordination, and strength. During sixth grade, most girls are more physically developed and exhibit greater strength than boys; however, by the end of eighth grade, this trend typically reverses.
- **Cognitive skills** continue to increase in complexity, allowing students to learn the concepts and values needed to become physically literate individuals.
 - Opportunities to express these new thoughts, feelings, and opinions are incorporated into standards designed to encourage the creation and modification of games, activities, and dance routines that broaden personal interests. Students need a wide variety of opportunities to exercise their growing bodies. They learn to use technology to record and track physical activity
- **Social skills** will continue to develop during middle school as students form positive relationships with peers and adults.
 - Peer group acceptance is very important to this age group. Standards focus on exhibiting sport-specific etiquette, respecting officials, applying proper safety practices, and displaying positive behavior in an active environment. Students recognize physical activity as a positive opportunity for social and group interaction and develop appropriate cooperative and competitive behaviors.

Student achievement of objectives should drive instruction; therefore, instruction is based on student outcomes. Students' grades are determined by appropriate assessments such as written tests, skills tests, journals, and active participation on covered content rather than solely emphasizing a student's dressing out for class. All assessments should be linked to the standards to help guide the instructional programming in order to provide students with a confidential analysis of progress. Feedback from all assessments provides opportunities to enhance student performance, yearly curriculum planning, communication with parents, and evaluation of program effectiveness.

Physical education in Grades 6-8 should be conducted in an inclusive environment. This should include

- the opportunity for every student to participate fully in all activities;
- a variety of activities encompassing the interests of students and accommodating various skill levels;
- a safe environment where students feel valued and respected as members of the school community; and
- an accepting environment where students can develop friendships and learn to respect differences.

Students in Grades 6-8 understand short- and long-term benefits of regular physical activity, including psychological and physiological effects. Students also learn to identify health-enhancing activities and develop confidence as they take steps toward a lifetime of physical literacy. By the end of eighth grade, a student will have the skills to develop a personalized fitness plan that reflects individual needs, interests, and limitations.

Grades 6-8 Standards

By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; select and participate in physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
Standard 1	Grade 6 <i>Students can:</i>	Grade 7 <i>Students can:</i>	Grade 8 <i>Students can:</i>
1.1 Locomotor <i>Dance and rhythms</i>	6-1.1 Recognize and identify correct rhythmic activities and sequences of steps for various dance forms. Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka	7-1.1 Demonstrate accurate rhythmic activities and sequences of steps for multiple dance forms. Examples: folk, social, creative, line, world dance, hip-hop, stomp, haka	8-1.1 Create a movement sequence to music as an individual or in a group to display command of rhythm and timing.
APE accommodation suggestions: Slower music, poly spots and/or arrows on floor for direction, break the dance steps/movements down into small parts, review/practice, and peer assistance and modeling.			
1.2 Manipulative <i>Throwing</i>	6-1.2 Throw using the proper form for distance or power appropriate to the practice task. Examples: bocce, horseshoes, baseball, softball	7-1.2 Throw using the proper form for distance or power appropriate to the activity in a dynamic environment. Examples: throwing to a moving receiver, give and go passing	8-1.2 Throw using the proper form for distance or power appropriate to the activity during small-sided game play.
APE accommodation suggestions: Provide a variety of sizes, shapes, textures, and inflation levels of objects to make throwing successful; and use ball launchers.			
1.3 Manipulative <i>Catching</i>	6-1.3 Catch using the proper form from a variety of trajectories using various objects and tasks.	7-1.3 Catch using the proper form from a variety of trajectories using different objects in small-sided game play.	8-1.3 Catch using an implement in a dynamic environment or modified game play. Examples: lacrosse stick, glove
APE accommodation suggestions: Decrease distance ball is tossed, rolled or bounced; and provide students the opportunity to catch an object using a bucket or a basket. Good objects to use for catching: stuffed animal, beach ball, scarf, deflated ball, foam ball, fleece ball and balloon (be aware of latex allergies).			

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>			
1.4 Manipulative <i>Passing and receiving</i>	6-1.4 Pass and receive in a stationary position, using hands and feet with proficiency. Examples: passes in games of basketball, flag football, speedball, team handball, or soccer	7-1.4 Pass and receive using hands and feet in combination with locomotor patterns, change of direction, and/or speed, with proficiency. Examples: passing and receiving while moving in basketball, ultimate Frisbee, speedball, soccer	8-1.4 Pass and receive using an implement in combination with locomotor patterns, change of direction, speed and/or level, with proficiency. Examples: lacrosse or hockey (floor, field, ice).
APE accommodation suggestions: Use a larger ball or slightly deflated ball.			
1.5 Manipulative <i>Offensive skills</i>	6-1.5 Utilize a variety of offensive skills to create open space during practice tasks without defensive pressure. Examples: pivots, fakes, give and go, jab steps, hitting to an open space	7-1.5 Perform a variety of offensive skills with defensive pressure. Examples: pivots, fakes, give and go, jab steps, hitting to an open space	8-1.5 Execute a variety of offensive skills during modified game play. Examples: pivots, fakes, give and go, jab steps, hitting to an open space
APE accommodation suggestions: Peer assistance, verbal cues, and modeling.			
1.6 Manipulative <i>Dribbling and ball control</i>	6-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks.	7-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in a variety of tasks with defensive pressure.	8-1.6 Dribble with dominant and non-dominant hand, foot, or implement while changing speed and/or direction in modified game play.
APE accommodation suggestions: Use a larger ball or slightly deflated ball.			
1.7 Manipulative <i>Shooting on goal</i>	6-1.7 Shoot on a goal with accuracy and power in a stationary environment as appropriate to the activity. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer	7-1.7 Shoot on a goal with accuracy and power in a dynamic environment as appropriate to the activity. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer	8-1.7 Shoot on a goal with accuracy and power in modified game play. Examples: hockey (floor, field, ice), lacrosse, basketball, soccer

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i> (Continued)			
1.8 Manipulative <i>Defensive skills</i>	6-1.8 Demonstrate defensive readiness and movement in all directions while maintaining correct position. Examples: weight on balls of feet, arms extended and eyes on midsection of the offensive player.	7-1.8 Differentiate among various defensive strategies utilized in a variety of sports.	8-1.8 Utilize appropriate defensive strategies during modified game play.
APE accommodation suggestions: Peer assistance, verbal cues and modeling.			
1.9 Manipulative <i>Serving</i>	6-1.9 Perform a serve using correct technique with control for net and wall games. Examples: volleyball, pickleball, racquetball, handball	7-1.9 Execute a legal serve to a predetermined target for net and wall games.	8-1.9 Execute a proper serve for distance and accuracy for net and wall games in modified game play.
APE accommodation suggestions: Use larger ball, smaller or shorter net, and a bigger target. Hand over hand assistance and modeling.			
1.10 Manipulative <i>Striking</i>	6-1.10 Strike with proper form in a stationary environment for a variety of games. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer	7-1.10 Strike with proper form in a dynamic environment for a variety of games. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer	8-1.10 Strike with proper form in modified game play. Examples: overhead volley in tennis, pass in volleyball, drive/putt in golf, pass in soccer
APE accommodation suggestions: Use longer or shorter implements for student success in controlling the implement.			
1.11 Manipulative <i>Volley</i>	6-1.11 Forehand-volley with a mature form and control using a short- or long-handled implement. Examples: pickleball, tennis, badminton	7-1.11 Forehand- and backhand-volley with a mature form and control using a short- or long-handled implement.	8-1.11 Forehand- and backhand-volley with a mature form and control using a short- or long- handled implement during modified game play.
APE accommodation suggestions: Use a balloon or beach ball; and reduce height of net or size of playing court.			

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Grade 6 <i>Students can:</i>	Grade 7 <i>Students can:</i>	Grade 8 <i>Students can:</i>
2.1 Movement Concepts <i>Rules</i>	6-2.1 Demonstrate a basic knowledge of the rules and regulations for a variety of games and activities. Examples: modified game play, formative and summative assessments	7-2.1 Use the rules and regulations of a variety of activities and demonstrate a basic knowledge regarding techniques and strategies related to those activities.	8-2.1 Apply the rules, techniques, and strategies for a variety of games and activities to play a modified game.
2.2 Movement Concepts <i>Sporting behavior</i>	6-2.2 Identify appropriate sporting behavior and etiquette related to a variety of games and activities. Examples: quiet during tennis rally, dealing with confrontational opponents	7-2.2 Demonstrate appropriate sporting behavior and etiquette related to a variety of games and activities. Example: shaking hands at end of activity	8-2.2 Apply appropriate sporting behavior and etiquette in a modified game. Example: self-managing during the activity
2.3 Movement Concepts <i>Safety</i>	6-2.3 Identify appropriate safety behaviors related to a variety of games and activities.	7-2.3 Demonstrate appropriate safety behaviors related to a variety of games and activities.	8-2.3 Apply appropriate safety behaviors in a modified game.
APE accommodation suggestions: Make accommodations in the areas of rules, sporting behavior, and safety for the student to participate in the activity.			
2.4 Movement Concepts <i>Creating space</i>	6-2.4 Identify offensive and defensive tactics to create or reduce open space in a variety of activities. Examples: running in various directions or paces, reducing the angle in the space	7-2.4 Execute a variety of offensive and defensive tactics to create open space. Examples: move to open space without the ball, use a variety of passes, pivots, and fakes; give and go.	8-2.4 Open and close space during modified game play by combining locomotor movements with movement concepts.

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.* (Continued)

2.5 Movement Concepts <i>Transitions</i>	6-2.5 Demonstrate a quick recovery when transitioning from offense to defense or defense to offense.	7-2.5 Utilize communication when transitioning from offense to defense or defense to offense.	8-2.5 Analyze and critique effective transitions and anticipation of opponent's strategy by recovering quickly, communicating with teammates, and capitalizing on an advantage.
2.6 Movement Concepts <i>Offensive strategies</i>	6-2.6 Identify the skills or strategies necessary to score. Examples: open spaces, spreading the field, passing to create space	7-2.6 Demonstrate the skills or strategies necessary to score under pressure. Examples: obstacles, defensive pressure, time limits	8-2.6 Apply the skills or strategies necessary to score in modified game play.
2.7 Movement Concepts <i>Defensive strategies</i>	6-2.7 Identify the skills or strategies necessary to prevent the opponent from scoring. Examples: pressure the ball, on and off ball defense	7-2.7 Demonstrate the skills or strategies necessary to prevent the opponent from scoring. Examples: player to player, zone defense	8-2.7 Apply the skills or strategies necessary to prevent the opponent from scoring in a game situation.
2.8 Movement Concepts <i>Speed, direction, force</i>	6-2.8 Vary application of movement concepts during physical activity. Examples: force, time, space flow	7-2.8 Describe and apply mechanical advantage(s) for a variety of movement patterns.	8-2.8 Identify and apply Newton's laws of motion to various physical activities.
APE accommodation suggestions: Hand over hand, hand to hand, verbal prompting and/or directional poly spots.			

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

Standard 3	Grade 6 <i>Students can:</i>	Grade 7 <i>Students can:</i>	Grade 8 <i>Students can:</i>
3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	6-3.1 Identify positive influences of and the barriers to participating in physical activity. Examples: school, family and peers, community offerings, policy	7-3.1 Analyze and critique the impact of maintaining a physically active lifestyle and seek solutions for eliminating the barriers.	8-3.1 Develop a plan to address one possible barrier to maintaining a physically active lifestyle within the family, school, or community.
3.2 Physical Activity and Fitness <i>In classroom setting</i>	6-3.2 Participate in a variety of moderate to vigorous activities.	7-3.2 Compare and contrast a variety of moderate and vigorous activities.	8-3.2 Analyze the differences between moderate and vigorous activities.
3.3 Physical Activity and Fitness <i>In non-school settings</i>	6-3.3 Identify a variety of activities to perform outside of class.	7-3.3 Compare and contrast a variety of self-selected activities for participation outside of class time. Examples: fitness facilities, ball parks, lakes, recreational areas, rowing	8-3.3 Create a plan for physical activity outside class, based on options available in the community.
3.4 Physical Activity and Fitness <i>Incorporating technology</i>	6-3.4 Identify available technology to enhance physical activity.	7-3.4 Utilize available technology to enhance physical activity.	8-3.4 Determine the benefits of using available technology during physical activity. Examples: active videos, active gaming systems, heart rate monitors, health apps

Anchor Standard 3: Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)</i>			
3.5 Physical Activity and Fitness <i>Fitness knowledge</i>	6-3.5 Identify the components of health-related and skill-related fitness.	7-3.5 Compare and contrast health-related and skill-related fitness activities. Examples: aerobic/anaerobic exercise, power/strength, static/dynamic, reaction time	8-3.5 Analyze the benefits of health-related and skill-related fitness components. Examples: stress reduction, body composition, self-esteem, less anxiety
3.6 Physical Activity and Fitness <i>Fitness knowledge</i>	6-3.6 Set and monitor an individual goal for health-related fitness based on current fitness level.	7-3.6 Analyze one's current physical activity and adjust as needed for optimal functioning.	8-3.6 Use available technology to evaluate the quantity of individual exercise needed for optimal functioning.
3.7 Physical Activity and Fitness <i>Engagement in physical activity</i>	6-3.7 Explain the role of warm-ups and cool-downs before and after physical activity and show correct techniques and methods of stretching. Examples: dynamic and static stretching	7-3.7 Employ a variety of appropriate dynamic and static stretching techniques engaging all major muscle groups.	8-3.7 Design and apply a warm-up and cool-down routine for physical activity.
3.8 Physical Activity and Fitness <i>Fitness knowledge</i>	6-3.8 Recall each component of the FITT formula (frequency, intensity, time, type) for physical fitness.	7-3.8 Apply FITT formula to components of health-related and skill-related fitness, using the overload principle.	8-3.8 Use the overload principle in preparing a personal workout.
3.9 Physical Activity and Fitness <i>Fitness knowledge</i>	6-3.9 Define resting heart rate and describe its relationship to moderate and vigorous activity.	7-3.9 Explain how the Rate of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.	8-3.9 Apply concepts of physical fitness to adjust physical activity intensity. Examples: RPE, FITT formula

Anchor Standard 3: Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)</i>			
3.10 Physical Activity and Fitness <i>Fitness knowledge</i>	6-3.10 Identify and locate major muscles used in selected physical activities.	7-3.10 Identify specific exercises to strengthen major muscles.	8-3.10 Explain how body systems interact with one another during physical activity. Examples: blood transports nutrients from the digestive system, oxygen from the respiratory system, cardiovascular system
3.11 Physical Activity and Fitness <i>Assessment and program planning</i>	6-3.11 Identify a variety of ways to track fitness and nutrition. Examples: apps, spreadsheets, journals	7-3.11 Compare and contrast the various methods of tracking fitness and nutrition.	8-3.11 Utilize one method of tracking fitness and nutrition.
APE accommodation suggestions: Provide information in alternate formats (words or pictures); provide instruction that allows for different learning styles (auditory, visual, and kinesthetic); use visual aids, prompts, and cues.			

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Grade 6 <i>Students can:</i>	Grade 7 <i>Students can:</i>	Grade 8 <i>Students can:</i>
4.1 Personal and Social Behavior <i>Personal responsibility</i>	6-4.1 Display personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.	7-4.1 Apply responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.	8-4.1 Demonstrate appropriate methods of conflict resolution and respond in personally and socially responsible ways.
4.2 Personal and Social Behavior <i>Personal responsibility</i>	6-4.2 Identify and use appropriate strategies to self-evaluate positive behaviors. Examples: positive self-talk, “I can” statements	7-4.2 Demonstrate intrinsic and extrinsic motivation by contributing to the positive classroom environment. Examples: share motivational sayings, poems, pictures, news	8-4.2 Use effective self-monitoring skills to incorporate opportunities for physical literacy. Examples: appropriate responses, responsible attitudes, working with others to accomplish a task
4.3 Personal and Social Behavior <i>Accepting feedback</i>	6-4.3 Develop personal responsibility by accepting feedback to improve performance.	7-4.3 Construct specific feedback to a peer, using teacher-generated guidelines for a particular activity. Examples: appropriate tone, positive verbiage	8-4.3 Create an encouraging classroom environment by providing constructive feedback to peers without prompting from the teacher.
4.4 Personal and Social Behavior <i>Working with others</i>	6-4.4 Accept differences among classmates by providing encouragement and positive feedback. Example: physical development, maturation, varying skill levels	7-4.4 Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts.	8-4.4 Respond appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others. (Continued)*

4.5 Personal and Social Behavior <i>Working with others</i>	6-4.5 Cooperate with a small group of classmates during a variety of physical activities.	7-4.5 Problem-solve with a small group of classmates during a variety of activities and game play.	8-4.5 Collaborate with classmates on problem-solving initiatives during large-group activities and game play.
4.6 Personal and Social Behavior <i>Rules and etiquette</i>	6-4.6 Identify the rules and etiquette for a variety of physical activities, fitness exercises, and games.	7-4.6 Demonstrate knowledge of rules and etiquette for a variety of physical activities, fitness exercises, and games. Examples: self-officiating, equipment management, re-racking weights	8-4.6 Apply rules and etiquette for a variety of physical activities, fitness exercises, and games. Examples: creating dance routines within a given set of parameters, officiating modified games
4.7 Personal and Social Behavior <i>Safety</i>	6-4.7 Use equipment appropriately and safely, using teacher guidelines.	7-4.7 Independently use equipment appropriately and safely.	8-4.7 Independently use equipment appropriately and identify specific safety concerns to prevent injuries.

APE accommodation suggestions: Verbal prompting and redirecting; and peer assistance to model proper personal and social behaviors.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Grade 6	Grade 7	Grade 8
5.1 Values Physical Activity <i>Health</i>	6-5.1 Describe how being physically active leads to stress reduction, social interaction, and an overall healthy body.	7-5.1 Classify different types of physical activities and describe how each exerts a positive effect on mental, emotional, and physical health.	8-5.1 Analyze the empowering consequences of being physically active.
5.2 Values Physical Activity <i>Challenge</i>	6-5.2 Acknowledge individual challenges in order to handle them in a positive way. Examples: extending effort, asking for help or feedback, modifying the tasks	7-5.2 Formulate positive strategies when faced with a group challenge. Examples: offering suggestions or assistance, leading or following others and providing possible solutions	8-5.2 Apply recently learned strategies to develop a plan of action and make appropriate decisions based on those concepts when faced with an individual challenge.
5.3 Values Physical Activity <i>Self-expression & enjoyment</i>	6-5.3 Describe how moving proficiently in a physical activity setting creates enjoyment.	7-5.3 Assess the relationship between self-expression and lifelong enjoyment through physical activity.	8-5.3 Participate in an enjoyable activity that prompts individual self-expression.
5.4 Values Physical Activity <i>Social interaction</i>	6-5.4 Identify strategies for respecting self and others through activities and games. Examples: following the rules, encouraging others, playing in the spirit of the game or activity	7-5.4 Demonstrate appropriate social interaction during activities and games. Examples: helping and encouraging others, avoiding trash talk, providing support to classmates	8-5.4 Exhibit self-respect when asking for help or helping others in various physical activities without prompting.

APE accommodation suggestions: Peer assistance and modeling.