



Dublin City Schools
Physical Education 7
Graded Course of Study
2026

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K-12 Physical Education Graded Course of Study

Physical Education K-12 Vision

In Dublin City Schools, we believe that all students can develop into physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

We believe in developing students by:

- Teaching physical activity habits and motor skills.
- Fostering critical thinking and tactical knowledge related to various movement patterns.
- Providing differentiated and inclusive opportunities for all students.
- Promoting physical activity to enhance personal and social skills through movement.
- Providing safe environments that teach students to exhibit responsible personal and social behavior that respects self and others.
- Promoting collaboration and teamwork among students.
- Teaching the benefits of various types of physical activities.

Physical Education provides learning opportunities for students to develop competency in motor skills, apply concepts and strategies related to performance, achieve health-enhancing fitness, and exhibit responsible personal and social behavior while participating in individual and team activities.

Instructional Agreements

- We will design engaging and inclusive environments.
- We will leverage tools and technologies that support student wellness.
- We will motivate through goal setting, choice, challenges, and competition.
- We will help students recognize the value of physical activity for health, enjoyment, and social interaction.
- We will use assessments to measure student growth.

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PHYSICAL EDUCATION 7

Standard 1: Develops a variety of motor skills.

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Demonstrates movement skills and patterns in a variety of individual performance activities and lifetime physical activities.

1.8.1. Demonstrates critical elements of specialized locomotor and non-locomotor skills across a variety of movement forms (e.g., fitness, track and field, martial arts, outdoor activities, aquatics, cycling, rollerblading).

1.8.2. Performs movement sequences to music or rhythm within at least two dance forms (e.g., folk, square, line, world, creative, modern, or cardio drumming) individually, with a partner, or in a small group.

1.8.3. Demonstrates appropriate form in a variety of health-related (cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition) and skills-related (speed, power, balance, agility, coordination, and reaction time) fitness activities.

1.8.4. Demonstrates offensive skills (e.g., creating open space) and defensive skills (e.g., sliding) during various practice tasks or small-sided games.

Benchmark B: Demonstrates critical elements of specialized manipulative skills in various settings.

1.8.5. Strikes an object with a long-handled implement, demonstrating correct critical elements in invasion games, scoring and fielding games, practice tasks, and small-sided games.

1.8.6. Rolls or throws (underhand, sidearm, overhand) an object using correct technique and critical elements in a variety of practice tasks

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and modified target games.

1.8.7. Strikes and fields/catches an object with the foot, hand, or an implement in a variety of practice tasks or small-sided games.

1.8.8. Throws for accuracy, distance, and power in a variety of practice tasks or small-sided games.

1.8.9. Strikes using proper underhand and overhand serves with the hand or an implement in a variety of tasks or modified net/wall games.

1.8.10. Performs a volley, forehand stroke, and backhand stroke with the hand or an implement, using correct form in a variety of practice tasks or modified net/wall games.

1.8.11. Demonstrates sending and receiving, dribbling, and shooting skills with the hand, foot, or an implement in a variety of practice tasks or small-sided invasion games.

1.8.12. Performs basic swimming and water safety skills, if a pool facility is available.

Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Applies tactical concepts and performance principles in game-like settings.

2.8.1. Explains the offensive tactics and strategies (e.g., when and where to move) and defensive tactics and strategies (e.g., zone, person-to-person) used in invasion games.

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2.8.2. Describes the offensive tactics and strategies (e.g., how to create space on the opponent's court) in net/wall games.

2.8.3. Describes the offensive tactics and strategies (e.g., how to find space in the field) and defensive tactics (e.g., fielders' adjustment to batter preferences) in striking/fielding games.

2.8.4. Identifies and selects correct decisions to facilitate problem-solving in a variety of games and activities.

Benchmark B: Demonstrates knowledge by explaining critical elements and biomechanical principles of specialized skills in fitness, sport/games, individual performance activities, and movement forms.

2.8.5. Identifies movement principles using knowledge of critical elements of specialized skills in fitness, sport/games, individual performance activities, and movement forms.

2.8.6. Analyzes movement using knowledge of critical elements for specialized skills across individual performance activities and movement forms.

2.8.7. Identifies and compares the components of health-related and skill-related fitness.

2.8.8. Selects and monitors physical activity goals based on a self-selected health-related fitness assessment.

2.8.9. Implements the principles of exercise (FITT, progression, overload, and specificity) for various types of physical activity.

2.8.10. Applies principles of skill-related fitness in various types of school, home, and community physical activity opportunities to meet recommended activity guidelines (e.g., 60 minutes daily).

2.8.11. Explains how heart rate, aerobic fitness, and RPE Scale relate to physical activity effort.

2.8.12. Develops a plan that applies the principles of dynamic and static stretching during warm-up and cool-down to improve flexibility.

2.8.13. Identifies both moderate and vigorous physical activity opportunities at school, home, or in the community.

2.8.14. Examines how rest impacts the body's response to physical activity and well-being.

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2.8.15. Analyzes skill performance by identifying critical elements of specialized skills in fitness, sport/games, individual performance activities, or movement forms.

2.8.16. Evaluates the usefulness of technology tools to support physical activity and fitness goals.

2.8.17. Identifies and analyzes the relationships between nutrition, physical activity, and health factors.

2.8.18. Identifies the safety protocols in outdoor activities.

2.8.19. Compares and contrasts water safety skills and unique risks of the water environment.

Standard 3: Develops social skills through movement.

Rationale: Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.

PERFORMANCE INDICATORS

Benchmark A: Develops and applies rules, safe practices, and procedures in physical activity settings.

3.8.1. Follows game rules and etiquette and responds to winning and losing with respect and dignity (e.g., shaking hands, complimenting others, accepting outcomes) in a variety of physical activity situations.

3.8.2. Recognizes and implements safe and appropriate behaviors during group physical activities, including equipment usage.

Benchmark B: Communicates effectively with others to promote respect and conflict resolution in physical activity settings.

3.8.3. Understands and accepts others' differences by showing cooperation and consideration during a variety of physical activities.

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3.8.4. Values different physical activities from around the world.

3.8.5. Uses effective communication skills to negotiate strategies and tactics in a physical activity setting.

3.8.6. Gives and receives constructive feedback with peers in a positive manner.

3.8.7. Solves problems appropriately with teammates and opponents.

3.8.8. Chooses leadership roles by communicating, providing feedback, and cooperating effectively with teachers and peers.

Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Rationale: Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

PERFORMANCE INDICATORS

Benchmark A: Makes a connection between participation in physical activity and physical, emotional, and intellectual health.

4.8.1. Describes how self-expression, choice, and personal interests impact individual engagement in physical activity.

4.8.2. Examines opportunities and barriers to participating in physical activity outside of Physical Education class.

4.8.3. Recognizes and implements individual safety behaviors (e.g., spacing, understanding rules, use of equipment, hydration, injury prevention, sun protection) during physical activities.

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Benchmark B: Discusses the positive impact of physical activity on one's life.

4.8.4. Describes how social interaction impacts individual engagement in physical activity.

4.8.5. Participates and describes a variety of physical activities that can positively affect personal health.

4.8.6. Discusses the challenging aspects of participating in individual and group physical activities.

4.8.7. Sets physical activity goals based on individual interests and abilities.

4.8.8. Uses various techniques to positively manage one's emotions and behaviors in a physical activity setting.

4.8.9. Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.