

Physical Education Framework – Grades 6-8



		Grade 6	Grade 7	Grade 8	
Fitness and Health	Physical	physical activity	describe how being physically active leads to a healthy body	identifies different types of physical activities and describes how each exerts a positive effect on health	<ul style="list-style-type: none"> identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health analyzes the empowering consequences of being physically active
		engages in physical activity	participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day	participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week	<ul style="list-style-type: none"> plans and implements a program of cross-training to include aerobic, strength and endurance, and flexibility training participates in moderate to vigorous aerobic and/or muscle- and bone- strengthening physical activity for at least 60 minutes per day at least 5 times a week
		fitness knowledge	<ul style="list-style-type: none"> Identifies the components of skill-related fitness employs correct techniques and methods of stretching identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness and flexibility) describes the role of warm-ups and cool-downs before and after physical activity defines resting heart rate and describes its relationship to aerobic fitness and the Borg rating of perceived exertion (RPE) scale 	<ul style="list-style-type: none"> distinguishes between health-related and skill-related fitness describes and demonstrates the difference between dynamic and static stretches describes overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness designs a warm-up and cool-down regimen for a self-selected physical activity defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise 	<ul style="list-style-type: none"> compares and contrasts health-related fitness components employs a variety of appropriate static-stretching techniques for all major muscle groups uses the overload principle (FITT formula) in preparing a personal workout designs and implements a warm-up and cool-down regimen for a self-selected physical activity defines how the RPE scale can be used to adjust workout intensity during physical activity
		stress management	identifies positive and negative results of stress and appropriate ways of dealing with each	practices strategies for dealing with stress, such as deep breathing, guided visualization and aerobic exercise	demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi
	Emotional	personal responsibility	exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors	exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates	accepts responsibility for improving one’s own levels of physical activity and fitness
		accepting feedback	demonstrates self-responsibility by implementing specific corrective feedback to improve performance	provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills	provides encouragement and feedback to peers without prompting from the teacher
		self-expression & enjoyment	identifies how self-expression and physical activity are related	identifies why self-selected physical activities create enjoyment	discusses how enjoyment could be increased in self-selected physical activities
		social interaction	<ul style="list-style-type: none"> demonstrates respect for self and others in activities and games by following the rules, 	<ul style="list-style-type: none"> demonstrates the importance of social interaction by helping and encouraging others, 	demonstrates respect for self by asking for help and helping others in various physical activities

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			<p>encouraging others and playing in the spirit of the game or activity</p> <ul style="list-style-type: none"> Identify components of physical activity that provide opportunities for reducing stress and for social interaction 	<p>avoiding trash talk and providing support to classmates</p> <ul style="list-style-type: none"> identifies positive mental and emotional aspects of participating in a variety of physical activities 	
	Spiritual	faith connection	<ul style="list-style-type: none"> describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) determine how communities help us grow in virtue (CCC 1882) know that we show our love for others through our thoughts and actions 	<ul style="list-style-type: none"> describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) determine how communities help us grow in virtue (CCC 1882) know that we show our love for others through our thoughts and actions 	<ul style="list-style-type: none"> describe ways in which the cardinal virtues inform healthy choices (CCC 1803-1809) determine how communities help us grow in virtue (CCC 1882) know that we show our love for others through our thoughts and actions
Skill Building	Locomotor	dance and rhythm	demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance	demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance	exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
	Manipulative Invasion and Field Games	throwing	throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2 nd base to 1 st base	throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment	throws with a mature pattern for distance or power appropriate to the activity during small-sided game play
		catching	catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks	catches with a mature pattern from a variety of trajectories using different objects in small-sided game play	catches using an implement in a dynamic environment or modified game play
	Invasion Games	passing and receiving	passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball	passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball	passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice)
		passing and receiving	throws, while stationary, a leading pass to a moving receiver	<ul style="list-style-type: none"> throws, while moving, a leading pass to a moving receiver 	throws a lead pass to a moving partner off a dribble or pass
		offensive skills	<ul style="list-style-type: none"> performs pivots, fakes and jab steps designed to create open space during practice tasks performs the following offensive skills without defensive pressure: pivot, give and go, and fakes 	<ul style="list-style-type: none"> executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps performs the following offensive skills with defensive pressure: pivot, give and go, and fakes 	<ul style="list-style-type: none"> executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens executes the following offensive skills during small-sided game play: pivot, give and go, and fakes

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		dribbling/ball control	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks)	Dribbles with dominant and non- dominant hands using a change of speed and direction in a variety of practice tasks	<ul style="list-style-type: none"> Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play
		dribbling/ball control	Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks	Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks	<ul style="list-style-type: none"> Foot-dribbles with an implement with control, changing speed and direction during small-sided game play
		shooting on goal	Shoots on goal with power in a dynamic environment as appropriate to the activity	Shoots on goal with power and accuracy in small-sided game play	Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse
		defensive skills	maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player	slides in all directions while on defense without crossing feet	drop-steps in the direction of the pass during player-to-player defense
		serving	performs a legal underhand serve with control for net and wall games such as badminton, volleyball or pickleball	Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net and wall games such as badminton, volleyball or pickleball	executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball or pickleball
	Net and wall Games	striking	strikes with a mature overhand pattern in a nondynamic environment for net/ wall games such as volleyball, handball, badminton or tennis	strikes with a mature overhand pattern in a dynamic environment for net/ wall games such as volleyball, handball, badminton or tennis	strikes with a mature overhand pattern in a modified net/wall game such as volleyball, handball, badminton or tennis
		forehand and backhand	demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis	demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis	demonstrates the mature form of fore- hand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddleball
		weight transfer	transfers weight with correct timing for the striking pattern	transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side	transfers weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides
		volley	forehand-volleys with a mature form and control using a short-handled implement	forehand- and backhand-volleys with a mature form and control using a short- handled implement	forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play
		two-hand volley	two-hand-volleys with control in a variety of practice tasks	two-hand-volleys with control in a dynamic environment	two-hand-volleys with control in a small-sided game
		Target Games	throwing	demonstrates a mature throwing pattern for a modified target game such as bowling, bocce or horseshoes	executes consistently (70 percent or more of the time) a mature throwing pattern for target games such as bowling, bocce or horseshoes
striking	strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle-board and golf		strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffle- board and golf	strikes, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf	

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	Fielding and Striking Games	throwing	strikes a pitched ball with an implement with force in a variety of practice tasks	strikes a pitched ball with an implement to open space in a variety of practice tasks	strikes a pitched ball with an implement for power to open space in a variety of small-sided games
		catching	catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks	catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play	catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play
	Safety	safety	uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance	independently uses physical activity and exercise equipment appropriately and safely	independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity
Application in Games and Sports	Problem solving/strategy Invasion Games	invasion games creating space with movement	creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace	reduces open space by using loco- motor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal)	opens and closes space during small-sided game play by combining locomotor movements with movement concepts
		invasion games/ creating space and offensive tactics	executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give and go	executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give and go	executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go
		invasion games/ creating space using width and length	creates open space by using the width and length of the field/court on offense	creates open space by staying spread on offense, and cutting and passing quickly	creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball
		invasion games/ reducing space by changing size and shape	reduces open space on defense by making the body larger and reducing passing angles	reduces open space on defense by staying close to the opponent as he/ she nears the goal	reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective
		invasion games/ reducing space using denial	reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass	reduces open space by not allowing the catch (denial) or anticipating the speed of the object and person for the purpose of interception or deflection	reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection

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	invasion games/ transitions	transitions from offense to defense or defense to offense by recovering quickly	transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates	transitions from offense to defense or defense to offense by recovering quickly, communicating with team- mates and capitalizing on an advantage
Net and Wall Games	net and all games/ creating space through variation	creates open space in net/wall games with a short-handled implement by varying force and direction	creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side	creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back
	net and wall games/ using tactics and shots	selects appropriate shot and/or club based on location of the object in relation to the target	varies the speed and/or trajectory of the shot based on location of the object in relation to the target	varies the speed, force and trajectory of the shot based on location of the object in relation to the target
Target Games	target games shot selection	identifies open spaces and attempts to strike object into that space	uses a variety of shots (e.g., line drive high arc) to hit the ball into open space	identifies sacrifice situations and attempt to advance a teammate
Fielding and Striking Games	fielding and striking offensive strategies	identifies open spaces and attempts to strike object into that space	uses a variety of shots (e.g., line drive high arc) to hit the ball into open space	identifies sacrifice situations and attempt to advance a teammate
	fielding and striking reducing space	identifies the correct defensive play based on the situation (e.g., number of outs)	selects the correct defensive play based on the situation (e.g., number of outs)	reduces open spaces in the field by working with teammates to maximize coverage
Rules	rules and etiquette	identifies the rules and etiquette for physical activities, games and dance activities	demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or by following parameters to create or modify a dance	applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters
Playing as a team	working with others	<ul style="list-style-type: none"> accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback cooperates with a small group of classmates during adventure activities, game play or team-building activities 	<ul style="list-style-type: none"> demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play 	<ul style="list-style-type: none"> responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play