

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Physical Education**  
**Grades 7-8**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Skilled Movement**

Students demonstrate an increased competency in basic activity skills and are able to participate successfully in dance activities, outdoor pursuits and modified versions of invasion (e.g., basketball, soccer, football), wall/net (e.g., badminton, volleyball, tennis), fielding/striking (e.g., softball, baseball, cricket), and target (e.g., golf, archery, bowling) games and sports.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.</b>	<ul style="list-style-type: none"> <li>● 7-8.PE.1.1.1 Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.</li> <li>● 7-8.PE.1.1.2 Adapt and combine skills to meet the demands of increasingly complex situations.</li> <li>● 7-8.PE.1.1.3 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport</li> <li>● 7-8.PE.1.1.4 Display competence in a variety of rhythms and dance forms.</li> <li>● 7-8.PE.1.1.5 Display competence in basic skills to participate in outdoor pursuits.</li> </ul>	<ul style="list-style-type: none"> <li>● Speedball</li> <li>● Pickleball</li> <li>● Floor hockey</li> <li>● Kickball</li> <li>● Wombat</li> <li>● Whiffleball</li> <li>● Taebo</li> <li>● Aerobics</li> <li>● Dance</li> </ul>	<ul style="list-style-type: none"> <li>● Study guides</li> <li>● Tests</li> <li>● Whiteboards</li> <li>● Heart rate monitors</li> <li>● Pedometers</li> </ul>	

**Standard 2: Movement Knowledge**

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Demonstrate</b>	<ul style="list-style-type: none"> <li>● 7-8.PE.2.1.1 Describe training and</li> </ul>	<ul style="list-style-type: none"> <li>● Students are taught to these objectives in</li> </ul>	<ul style="list-style-type: none"> <li>● Whiteboards</li> <li>● VCR/DVD</li> </ul>	

<p><b>understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b></p>	<p>conditioning principles for specific physical activities.</p> <ul style="list-style-type: none"> <li>• 7-8.PE.2.1.2 Identify the critical elements of movement concepts as they relate to performance.</li> <li>• 7-8.PE.2.1.3 Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.</li> <li>• 7-8.PE.2.1.4 Observe and identify characteristics of highly skilled performance that enable success in an activity.</li> </ul>	<p>each unit</p>	<ul style="list-style-type: none"> <li>• Heart rate monitors</li> <li>• Pedometers</li> <li>• Training handouts</li> <li>• Exercise design handouts</li> </ul>	
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**Standard 3: Physically Active Lifestyle**

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<p><b>Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b></p>	<ul style="list-style-type: none"> <li>• 7-8.PE.3.1.1 Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.</li> <li>• 7-8.PE.3.1.2 Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class</li> <li>• 7-8.PE.3.1.3 Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness days</li> <li>• Fitness integration</li> <li>• Activities within traditional activities</li> <li>• Progressive challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Sport education</li> <li>• Goal setting</li> <li>• Fitness testing</li> </ul>	

### **Standard 4: Personal Fitness**

Students improve, meet and/or sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) through participating in a variety of physical activities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Achieve and maintain a health enhancing level of fitness.</b>	<ul style="list-style-type: none"> <li>● 7-8.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.</li> <li>● 7-8.PE.4.1.2 Participate in a variety of health-related fitness activities in and out of physical education.</li> <li>● 7-8.PE.4.1.3 Assess physiological indicators of exercise during and after physical activity.</li> <li>● 7-8.PE.4.1.4 Apply basic principles of training to improve physical fitness goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Fitness day</li> <li>● Fitness testing</li> <li>● Weight training</li> <li>● Circuit training</li> <li>● Exercise design</li> </ul>	<ul style="list-style-type: none"> <li>● Heart rate monitors</li> <li>● Pedometers</li> <li>● Weight room</li> <li>● Mat balcony</li> <li>● DVD, VCR</li> </ul>	

### **Standard 5: Personal and Social Responsibility**

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds while demonstrating ethical behavior in sport and adhering to rules and procedures.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of eighth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.</b>	<ul style="list-style-type: none"> <li>● 7-8.PE.5.1.1 Apply safety procedures when participating in all physical activities.</li> <li>● 7-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice.</li> <li>● 7-8.PE.5.1.3 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.</li> <li>● 7-8.PE.5.1.4 Willingly join others of diverse characteristics and backgrounds during</li> </ul>	<ul style="list-style-type: none"> <li>● Sport education</li> <li>● Group activities</li> <li>● Team sports</li> <li>● Enforcing rules</li> </ul>	<ul style="list-style-type: none"> <li>● Guidelines</li> <li>● Handouts</li> <li>● Rules</li> <li>● Philosophy / Policy</li> </ul>	

	physical activity. <ul style="list-style-type: none"><li>• 7-8.PE.5.1.5 Recognize the role of sport, games and dance in modern culture.</li></ul>			
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