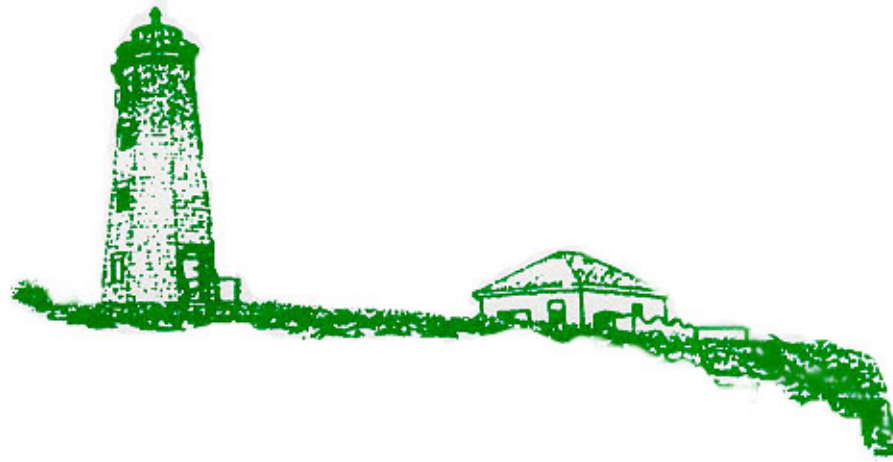


# **Guilford Public Schools**



## **Physical Education Curriculum Summary Grades K-8**

**September 2005**

## Introduction

In 2000, the Connecticut State Department of Education provided the district with a *Guide to K-12 Program Development in Physical Education*. The guide presents goals and standards for student learning in physical education and includes a consensus of best practice in curriculum and instruction for physical education. One important focus in the guide is the necessary change in perception of what a physical education program should be. Physical Education may not look like what parents and teachers participated in when they were children. Current research, theory and practical experience have provided evidence to support the need for quality programs in physical education that will give children the knowledge, skills and attitudes needed to develop an active and healthy lifestyle. Effective physical education programs must be an integral part of every child's formal education experiences so that each child develops basic skills, positive attitudes and habits of exercise and activity that will continue into adulthood.

The Guilford K-12 physical education teachers working together have used this guide as a reference as they reviewed and revised the document. This revised curriculum emphasizes enjoyable participation in lifetime physical activity, such as walking and dancing, not just competitive sports. It is designed to help students develop the knowledge, attitudes and skills they need to adopt and maintain a physically healthy lifestyle.

Through their participation in Guilford Public School's K-12 physical education program, the physical education teachers expect that students will:

- form a foundation of motor skills appropriate for everyday physical activity;
- learn information and skills in order to enhance performance and participate effectively in physical activity;
- acquire the skill, knowledge and attitude necessary for maintaining an active healthy lifestyle;
- initiate behaviors that promote personal and group success in active settings;
- develop respect and appreciation for cultural and individual similarities and differences;
- express themselves through physical activities and enjoy increased physical competencies.

Upon completion of Guilford Public School's K-12 physical education program, it is the expectation that every child will be a *physically educated person*, one who fits the definition developed in 1992 by the National Association for Sport and Physical Education.

*A physically educated person is one who:*

**Has learned the skills necessary to perform a variety of activities;**

*Does participate regularly in physical activity;*

*Is physically fit;*

*Knows the implications of and the benefits from involvement in physical activities; and*

*Values physical activity and its contribution to a healthy lifestyle.*

## Overview

This curriculum summary is arranged according to the six Content Standards for Physical Education as defined in the Connecticut State Framework. For each Content Standard, the skills and concepts listed are what students should know and be able to do to meet the standard. The curriculum is arranged as a continuum by grade range: K-2, 3-4, 5-6, and 7-8. It reflects the understanding that students' experience in physical education is a spiraling process of learning and applying a diverse set of skills and knowledge needed to meet each standard. The expectation is that students will have multiple experiences that become increasingly more complex and/or sophisticated in thinking and/or in application as they work to meet the standards. The number in parenthesis after each skill or concept is the target grade for achievement.

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 1: Physical Activity</b></p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 2: Human Movement</b></p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>
<p><b>The student will be able to:</b></p> <p>Demonstrate basic locomotor movements such as running, skipping, hopping, galloping, and sliding (K-1)</p> <p>Demonstrate skills of chasing, fleeing and dodging to avoid others (2)</p> <p>Demonstrate clear contrast between slow and fast moving while traveling (1)</p> <p>Combine traveling patterns to music (K-2)</p> <p>Demonstrate the ability to travel forward and sideways using different patterns and changing direction quickly in response to a signal (K-1)</p> <p>Demonstrate control in travel by traveling in backward direction, by changing direction quickly and safely without falling, and by changing speed and direction in response to various rhythms (2)</p> <p>Demonstrate basic non-locomotor skills such as bending, twisting, stretching, turning, and lifting (K-1)</p> <p>Demonstrate a variety of basic object control skills such as underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike (K-1)</p> <p>Toss a ball and catch it before it bounces twice (K-1)</p> <p>Kick a ball using a smooth continuous running step (K-1)</p> <p>Walk and run using developmentally appropriate form (K-1)</p> <p>Demonstrate smooth transitions between sequential motor skills such as running into a jump (2)</p> <p>Demonstrate locomotor skills in rhythmical patterns such as even, uneven, fast and slow (2)</p> <p>Roll sideways without hesitating or stopping (K-1)</p> <p>Maintain momentary stillness bearing weight on a variety of body parts (K-1)</p> <p>Demonstrate momentary stillness while balancing in symmetrical and non-symmetrical shapes using various body parts (2)</p>	<p><b>The student will be able to:</b></p> <p>Understand a vocabulary of basic movement concepts such as: personal space/general space, high/low levels, fast/slow speeds, light/heavy weights, balance, and twist (K)</p> <p>Walk, run, hop and skip in different pathways and directions and change speed quickly in response to a signal (K)</p> <p>Identify and use a variety of relationships with objects such as over/under, behind, beside, and through (K)</p> <p>Identify and begin to use the techniques used to soften the landing in a jump (leg flexion) (K)</p> <p>Use concepts of space awareness and movement control with a variety of basic skills such as running, hopping and skipping, while interacting with others (1-2)</p> <p>Understand the critical elements of a variety of basic movement patterns such as throwing (the ready position, arm preparation, step with leg opposite throwing arm, follow-through, accuracy of throw) (1)</p> <p>Identify and demonstrate three or four characteristics of proper throwing technique (1-2)</p> <p>Identify and demonstrate the major characteristics of walking, running, hopping and skipping (2)</p> <p>Demonstrate fundamental skills of throwing, catching, striking, kicking and bouncing (2)</p> <p>Use feedback to improve performance (2)</p> <p>Understand the importance of practice in learning skills (2)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 3: Fitness</b></p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 4: Responsible Behavior</b></p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>
<p><b>The student will be able to:</b></p> <p>Engage in basic activities that cause cardio-respiratory exertion (K)</p> <p>Sustain moderate to vigorous physical activity for several minutes (K)</p> <p>Engage in moderate to vigorous physical activities for longer periods of time (1)</p> <p>Sustain moderate to vigorous physical activity for a specified time, <i>building toward the state standard for grade 4</i> (2)</p> <p>Demonstrate proper technique for sit-ups (curl-up) and sit and reach stretch (K)</p> <p>Engage in activities that develop muscular strength and endurance, such as: climbing, hanging, and taking weight on hands (1)</p> <p>Engage in activities that require flexibility such as stretching toward the toes while in the sit and reach position and moving each joint through its full range of motion (1)</p> <p>Support body weight for climbing, hanging and momentarily taking weight on hands (2)</p> <p>Be aware that his/her heart beats during physical activity (K)</p> <p>Understand and demonstrate how to measure cardio-respiratory fitness by listening to heartbeat and counting pulse rate (1)</p> <p>Understand and identify the physiological indicators that accompany moderate to vigorous physical activity: perspiration, increased heart and breathing rate (1)</p> <p>Identify changes in the body during vigorous physical activity such as fast heart rate and heavy breathing (2)</p> <p>Understand and describe the benefits of regular daily fitness (1-2)</p> <p>Regularly participate in physical activity for the purpose of developing a healthy lifestyle (2)</p> <p>Describe healthful benefits that result from regular and appropriate participation in physical activity (2)</p> <p>Demonstrate several activities related to each component of health-related fitness such as run/walk a mile, sit-ups, push-ups, and sit and reach (2)</p>	<p><b>The student will be able to:</b></p> <p>Follow rules and procedures (playground, classroom and gymnasium) with gradually diminishing teacher reinforcement (K-1)</p> <p>Respond to teacher's signals for attention (K-1)</p> <p>Use equipment and space safely and properly, such as taking turns using equipment and putting equipment away when not in use (K-2)</p> <p>Follow directions given to the class for an all-class activity (1)</p> <p>Understand the purpose of rules in a game (1)</p> <p>Understand the social components of physical activity such as learning to cooperate and interacting with others (1)</p> <p>Respond positively to an occasional reminder about a rule infraction (2)</p> <p>Practice specific skills assigned until the teacher signals end of practice (2)</p> <p>Stop activity immediately at the signal to do so (2)</p> <p>Work cooperatively with another student to complete an assigned task (take turns, support or assist a partner) (2)</p> <p>Invite a peer to take a turn at a piece of apparatus before repeating a turn (2)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 5: Respect for Differences</b></p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p><b>Grade K-2 Continuum</b></p> <p><b>CONTENT STANDARD 6: Benefits of Physical Activity</b></p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>
<p><b>The student will be able to:</b></p> <p>Work in a group setting in cooperation with others (K)</p> <p>Participate with others readily and with enjoyment (K-1)</p> <p>Choose playmates, work and play cooperatively with others regardless of personal differences such as gender, ethnicity, or disability (K-2)</p> <p>Display consideration for others in physical activity settings (1-2)</p> <p>Describe the benefits that accompany cooperation and sharing (2)</p> <p>Describe and practice the elements of socially acceptable conflict resolution (2)</p>	<p><b>The student will be able to:</b></p> <p>Experience enjoyment while participating alone and with others (K)</p> <p>Demonstrate a willingness to participate in all activities (1)</p> <p>Demonstrate a willingness to try new activities (2)</p> <p>Respond positively to physical activities (K-1)</p> <p>Identify and appreciate the benefits that accompany cooperation and sharing (2)</p> <p>Identify and express the feelings resulting from challenges, successes and failures in physical activity (2)</p> <p>Use physical activity and movement to express feelings creatively (1)</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity (K-2)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 1: Physical Activity</b></p> <p><i>Students will become competent in a variety of, and proficient in a few, physical activities</i></p>	<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 2: Human Movement</b></p> <p><i>Students will understand and apply principles of human movement to the learning and development of motor skills.</i></p>
<p><b>The student will be able to:</b></p> <p>Demonstrate mature forms of basic locomotor patterns (running, skipping, hopping, galloping and sliding) (3)</p> <p>Use object control skills such as overhand and underhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, and pass in a variety of physical activities (3)</p> <p>Demonstrate competency in throwing, catching and kicking skills (4)</p> <p>Use basic sport-specific skills in a variety of physical activities such as basketball chest pass, soccer dribble, and fielding a softball with a glove (3)</p> <p>Dribble a basketball with preferred hand (3)</p> <p>Execute a chest and bounce pass (3)</p> <p>Dribble and pass a basketball to a moving receiver (4)</p> <p>Demonstrate the underhand serve in volleyball to a partner (4)</p> <p>Combine three gymnastic stunts into a routine (3)</p> <p>Develop and perform a gymnastic sequence that includes smooth transition(s) (4)</p> <p>Develop and perform a creative dance sequence that includes a recognizable pattern (4)</p> <p>Demonstrate low hurdle jumps (3)</p> <p>Jump and land for height/distance(4)</p> <p>Balance with control on a variety of objects such as balance board, large apparatus, and skates (4)</p>	<p><b>The student will be able to:</b></p> <p>Identify and demonstrate the critical elements of a variety of fundamental and selected specialized motor skills such as throwing, catching, dribbling, and striking (3)</p> <p>Recognize and apply the elements of time, space, force and flow in developing movement sequences and strategies such as consistently striking a soft thrown ball with a bat or paddle or jumping a turned rope five times (4)</p> <p>Transfer weight from feet to hand at fast and slow speeds using large extensions such as mule kick, handstand, and cartwheel (4)</p> <p>Observe partners' performance of fundamental and selected specialized motor skills and practice providing feedback to improve performance (3)</p> <p>Accurately recognize the critical elements of various sports skills as performed by a fellow student and provide feedback to that student (4)</p> <p>Learn a variety of warm-up and cool-down techniques (3)</p> <p>Demonstrate proper warm-up and cool-down techniques (4)</p> <p>Understand that appropriate practice improves performance (4)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 3: Fitness</b></p> <p><i>Students will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</i></p>	<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 4: Responsible Behavior</b></p> <p><i>Students will exhibit responsible personal and social behaviors in physical activity settings.</i></p>
<p><b>The student will be able to:</b></p> <p>Engage in appropriate activity that results in the enhancement of muscular strength, endurance and flexibility (3-4)</p> <p>Regularly participate in physical activity for the purpose of improving physical fitness (4)</p> <p>Understand and describe the effects of physical activity and nutrition on body composition (3)</p> <p>Identify the components of health-related fitness (3)</p> <p>Identify and describe the characteristics of a healthy lifestyle (4)</p> <p>Identify many physical activities that elicit a faster heartbeat (3)</p> <p>Maintain continuous aerobic activity for a specified time and/or activity (4)</p> <p>Monitor intensity of exercise (heart rate, breathing rate, recovery rate)(4)</p> <p>Perform the one-mile walk/run (3)</p> <p>Perform sit-ups demonstrating proper technique (3)</p> <p>Perform the sit and reach test (3)</p> <p>Meet the standards prescribed by the Connecticut Health-related Fitness Assessment in the performance of the mile walk/run, sit-ups, push-ups, sit and reach and body fat test (4)</p>	<p><b>The student will be able to:</b></p> <p>Develop rules, procedures and etiquette that are safe for specific activity situations (3)</p> <p>Arrange physical education equipment safely in a manner appropriate to the task when given the opportunity (4)</p> <p>Work on assigned tasks in a productive manner and stop activity when signaled (3)</p> <p>Teach an activity or skill to classmates, taking his/her role seriously (4)</p> <p>Develop and use cooperative skills while working with a partner or in small groups to complete an assigned task (3)</p> <p>Work productively with a partner to improve overhand throw pattern for distance by using the critical elements of the process (4)</p> <p>Demonstrate the spotting technique for gymnastics with a partner (4)</p> <p>Follow directions with little or no reinforcement (3)</p> <p>Follow, with few reminders, activity-specific safe practices, rules, procedures and etiquette (4)</p> <p>Develop and practice skills needed for resolving conflict (4)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 5: Respect for Differences</b></p> <p><i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i></p>	<p><b>Grade 3-4 Continuum</b></p> <p><b>CONTENT STANDARD 6: Benefits of Physical Activity</b></p> <p><i>Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</i></p>
<p><b>The student will be able to:</b></p> <p>Demonstrate the elements of socially acceptable conflict resolution (3)</p> <p>Demonstrate acceptance of the skills and abilities of others through verbal and non-verbal behavior (4)</p> <p>Recognize and accept differences and similarities in others while participating in activities (3-4)</p> <p>Participate in selected activities from different national, cultural and ethnic origins (3)</p> <p>Participate in a variety of multicultural games and physical activities (4)</p> <p>Indicate respect for persons with cultural differences and the significance they contribute to various games, dances and physical activities (4)</p>	<p><b>The student will be able to:</b></p> <p>Periodically evaluate his/her experiences in physical activity (3)</p> <p>Understand that success and improvement are attributed to effort and practice (4)</p> <p>Express his/her feelings through physical activity (3)</p> <p>Identify personal likes and dislikes among activities (3)</p> <p>Celebrate personal success and achievement as well as that of others (4)</p> <p>Design games, gymnastics and dance sequences that are personally interesting (4)</p> <p>Actively seek out physical activities he/she enjoys (3)</p> <p>Identify and express positive feelings as a result of involvement in physical activity (4)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 1: Physical Activity</b></p> <p><b>Students will become competent in a variety of, and proficient in a few physical activities.</b></p>	<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 2: Human Movement</b></p> <p><b>The student will understand and apply principles of human movement to the learning and development of motor skills.</b></p>
<p><b>The student will be able to:</b></p> <p>Demonstrate competency in locomotor, nonlocomotor, and selected isolated manipulative skills such as throwing, catching and striking. (5)</p> <p>Demonstrate mature form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills that are components of selected modified games, sports, and dances such as combining steps to perform certain dances; combining running, stopping, throwing, shooting and kicking for sideline soccer. (5)</p> <p>Keep an object moving continuously with a partner using appropriate specialized skills such as dribbling and passing the basketball or soccer ball and volleying a tennis ball. (6)</p> <p>Throw a variety of objects (e.g. basketball, football, Frisbee) demonstrating both accuracy and force. (6)</p> <p>Participate in a variety of physical activities focusing on refining basic sport specific skills such as shooting a basketball, handing off and receiving a football, and hitting a pitched ball. (5)</p> <p>Demonstrate proper underhand technique while serving the volleyball over the net. (5)</p> <p>Hand-dribble and foot-dribble while preventing an opponent from stealing the ball. (6)</p> <p>Execute a cartwheel with correct form. (5)</p> <p>Demonstrate correct technique for passing the baton. (5)</p> <p>Perform gymnastics and dance sequences with changes in direction, speed and flow (6)</p>	<p><b>The student will be able to:</b></p> <p>Recognize errors in personal movement patterns. (5)</p> <p>Detect, analyze and correct errors in personal movement patterns. (6)</p> <p>Analyze a classmate performing sports skills and identify the critical elements of those skills. (6)</p> <p>Use information from a variety of internal and external sources to improve performance. (5-6)</p> <p>Explore basic offensive and defensive strategies in unstructured game environments such as limited rules, modified equipment and small numbers of participants. (5)</p> <p>Learn increasingly more complex concepts of movement performance. (6)</p> <p>Recognize similarities and differences between movement skills that use similar patterns and transfer appropriate concepts from one to the other. (6)</p> <p>Understand the importance of proper warm-up and cool-down techniques. (5)</p> <p>Identify proper warm-up and cool-down techniques and reasons for using them. (6)</p> <p>Identify basic practices and conditioning principles that enhance performance. (6)</p> <p>Apply the terminology and safety measures while involved in activities. (6)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 3: Fitness</b></p> <p><b>The student will use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b></p>	<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 4: Responsible Behavior</b></p> <p><b>The student will exhibit responsible personal and social behaviors in physical activity settings.</b></p>
<p><b>The student will be able to:</b></p> <p>Engage in activities that develop and maintain cardio respiratory endurance such as timed or distance walk/run and other endurance activities at a specified heart rate. (5)</p> <p>Engage in physical activity at the target heart rate for a minimum of 20 minutes. (6)</p> <p>Keep a record of heart rate before, during, and after vigorous physical activity. (6)</p> <p>Engage in activities that develop and maintain muscular strength such as push-ups, sit-ups, isometric strength activities and jump rope. (5)</p> <p>Engage in activities that develop and maintain flexibility of the major joints such as sit and reach, trunk twists, and arm-shoulder stretches. (5)</p> <p>Correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning, and proper body composition. (6)</p> <p>Participate in a variety of health-related fitness activities in both school and non-school settings. (5)</p> <p>Participate in fitness-enhancing physical activities outside of school (e.g. gymnastics club, community-sponsored youth sports, personal exercise regimes). (6)</p> <p>Strive to meet and/or show improvement in all components of the health-related fitness standards. (5)</p> <p>Use information from fitness assessments to improve selected fitness components such as cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. (5)</p>	<p><b>The student will be able to:</b></p> <p>Develop and follow rules, procedures, and etiquette that are safe and effective for specific activity situations. (5)</p> <p>Make responsible decisions about using time, applying rules, and following through with the decisions made. (6)</p> <p>Work independently and productively with close teacher monitoring when practicing selected sport skills such as shooting a basketball, punting a soccer ball, and throwing a football. (5)</p> <p>Use time wisely when given the opportunity to practice and improve performance. (6)</p> <p>Include concerns for safety in self-designed activities. (6)</p> <p>Work with a partner and/or in a small group to accomplish a set goal in both cooperative and competitive activities. (5)</p> <p>Work in groups and create a list of characteristics that illustrate social responsibility. (6)</p> <p>Design a game for all members of his/her group using his/her choice of equipment. (6)</p> <p>Choose a partner that they can work with productively. (6)</p> <p>Make suggestions for modification in a game or activity that can improve the game. (6)</p> <p>Accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others. (5)</p> <p>Distinguish between acts of courage and recklessness. (6)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 5: Respect for Differences</b></p> <p><b>The student will exhibit an understanding of and respect for differences among people in physical activity settings.</b></p>	<p><b>Grade 5-6 Continuum</b></p> <p><b>Content Standard 6: Benefits of Physical Activity</b></p> <p><b>The students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</b></p>
<p><b>The student will be able to:</b></p> <p>Participate in a variety of multicultural games and physical activities. (5)</p> <p>Understand the role of physical activities in learning more about others of like and different backgrounds such as gender, culture, ethnicity, and disability. (5)</p> <p>Recognize the role of games, sports and dance in getting to know and understand others of like and different backgrounds. (6)</p> <p>Understand the physical challenges faced by people with disabilities such as playing wheelchair basketball and dancing with a hearing disability. (5)</p> <p>Explore the cultural heritage of their own families as well as that of their classmates. (5)</p> <p>Recognize the importance of his/her personal heritage. (6)</p> <p>Work cooperatively with and show respect for persons of like and different skill levels. (5)</p> <p>Work cooperatively with disabled peers and those of different genders, races, and ethnicities (5)</p> <p>Demonstrate cooperation with peers of different gender, race, and ethnicity in a physical activity setting, through verbal and non-verbal behavior. (6)</p> <p>Seek out, participate with, and show respect for persons of like skill levels. (6)</p>	<p><b>The student will be able to:</b></p> <p>Enjoy practicing activities to increase skill performance. (5)</p> <p>Create games, gymnastics routines, and dance sequences that are personally interesting, working alone, with a partner, or in a small group. (5)</p> <p>Recognize the role of games, sports and dance in getting to know and understand themselves and others. (6)</p> <p>Express positive feelings and describe emotions experienced during physical activity. (5)</p> <p>Interact positively with peers while participating in group activities. (5)</p> <p>Identify benefits resulting from participation in different forms of physical activities. (6)</p> <p>Describe ways to use the body and movement activities to communicate ideas and feelings. (6)</p> <p>Seek physical activity in informal settings that uses skills and knowledge gained in physical education class. (6)</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars) that result from participation in physical activity. (5-6)</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grades 7- 8 Continuum</b></p> <p><b>Content Standard 1: Physical Activity</b></p> <p><b>The student will become competent in a variety of, and proficient in a few physical activities.</b></p>	<p><b>Grades 7-8 Continuum</b></p> <p><b>Content Standard 2: Human Movement</b></p> <p><b>The student will be able to understand and apply principles of human movement to the learning and development of motor skills.</b></p>
<p><b>The student will be able to:</b></p> <p>Use basic offensive and defensive strategies in a modified version of team and individual sports such as tennis, volleyball, and basketball.</p> <p>Develop and perform a variety of sequences and patterns of movement for gymnastics and rope jumping activities.</p> <p>Demonstrate the intermediate skills and safety procedures to participate in outdoor activities such as golf, soccer and lacrosse.</p>	<p><b>The student will be able to:</b></p> <p>Understand and apply more advanced movement and game strategies in both offense and defense in activities such as tennis, basketball and soccer.</p> <p>Identify and demonstrate the key elements in the execution of more advanced movement skills such as block pick-up in shuttle run.</p> <p>Identify the characteristics of highly skilled performance in a few movement forms.</p> <p>Understand and transfer more advanced discipline specific knowledge to a new activity.</p> <p>Identify strengths and weaknesses of performance accurately.</p>

<p><b>Grades 7-8 Continuum</b></p> <p><b>Content Standard 3: Fitness</b></p> <p><b>The student will be able to use fitness concepts to achieve and maintain a health-enhancing level of physical fitness.</b></p>	<p><b>Grades 7-8 Continuum</b></p> <p><b>Content Standard 4: Responsible Behavior</b></p> <p><b>The student will exhibit responsible personal and social behaviors in physical activity settings.</b></p>
<p><b>The student will be able to:</b></p> <p>Participate in a variety of health-related fitness activities in school and non-school settings that promote muscular strength, flexibility and cardio-respiratory endurance.</p> <p>Assess physiological indicators of exercise during and after physical activity, including taking his/her pulse and monitoring his/her heart rate before, during and immediately following a variety of physical activities.</p> <p>Understand and apply basic principles of training to improve physical fitness.</p> <p>Interpret results of physical fitness assessments.</p> <p>Use the results of the fall fitness test to begin to develop personal fitness goals independently.</p> <p>Meet the health-related standards as defined by the Presidential Physical Fitness Program</p>	<p><b>The student will be able to:</b></p> <p>Recognize the positive and negative impact of peer behavior.</p> <p>Solve problems by analyzing causes and potential solutions.</p> <p>Analyze potential consequences when confronted with a behavior choice arising from: conflict with peers, language, preparation, promptness, safety and support for others</p> <p>Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings by creating and analyzing a list of actions, both positive and negative, observed during his/her involvement in physical activity over the past week.</p>

**Guilford Public Schools  
Physical Education Curriculum Summary**

<p><b>Grades 7-8 Continuum</b></p> <p><b>Content Standard 5: Respect for Differences</b></p> <p><b>The student will demonstrate understanding and respect for differences among people in physical activity settings.</b></p>	<p><b>Grades 7-8 Continuum</b></p> <p><b>Content Standard 6: Benefits of Physical Activity)</b></p> <p><b>The student will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.</b></p>
<p><b>The student will be able to:</b></p> <p>Recognize the role of sports, games, and dance in modern culture.</p> <p>Identify behaviors that are supportive and inclusive in physical activity settings such as methods used to choose teams, exclusionary behavior like failing to pass to less skilled players in a basketball game, or exclusion related to gender or cultural/ethnic differences.</p> <p>Willingly join others of diverse culture, ethnicity, and race during physical activity.</p>	<p><b>The student will be able to:</b></p> <p>Enjoy participation in physical activity.</p> <p>Recognize the social benefits of participation in physical activity.</p> <p>Try new and challenging activities.</p> <p>Recognize physical activity as a vehicle for self-expression</p> <p>Identify and express the positive personal qualities and positive behaviors (character pillars*) that result from participation in physical activity.</p>