



Archdiocese of Washington Catholic Schools

Academic Standards

Physical Education



GRADE 7

Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.

Seventh grade students have mastered the basic movement skills and now begin to put skills into combinations of increasing complexity. They modify skills to adapt to certain sports situations and movements.

- 7.1.1 Demonstrate the acquisition of basic modified (changed) movement forms.
Example: Receive the snap in football, back peddles or slides back and throw the ball forward, utilizing all the combinations of movement skills needed.
- 7.1.2 Demonstrate more complex combinations of movement forms in many different sports, rhythm, and dance activities.
Example: Perform the schottische step in a folk dance.

Standard 2- Applies movement concepts and principles to the learning and development of motor skills.

Students begin to apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. Application of more advanced strategies is demonstrated in sports activities.

- 7.2.1 Explore basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are effective in sports activities.
Example: Throw a ball for distance using the most appropriate trajectory (angle).
- 7.2.2 Identify, predict, and recognize the open person concept in team sports activities.
Example: Deliver a bounce pass to open teammate after the teammate executes a pick and roll in basketball.
- 7.2.3 Describe and demonstrate the difference between person to person and zone defenses in sports activities.
Example: Move into proper position to guard an opponent using a person to person defense in a basketball game.
- 7.2.4 Describe modifications of movement skills that occur in basic sports activities.
Example: Describe the lateral movement skill needed to field a ground ball that is either to the right or left of the fielder in softball. Standard 3



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Standard 3 - Exhibit a physically active lifestyle.

Students demonstrate a good understanding of the relationship between participation in physical activities and wellness. They independently choose out of school activities that are health enhancing.

- 7.3.1 Select and participate in activities that will build their repertoire of lifetime activities.
Example: Participate in primarily individual sports activities.
- 7.3.2 Seek out and participate in new activities not previously tried.
Example: Sign up to go on a school sponsored canoeing/camping trip during spring break.

Standard 4 - Achieves and maintains a health-enhancing level of physical fitness.

Students begin to demonstrate a respect for maintaining a healthy fitness level. They are capable of choosing health enhancing activities for participation in their out of school time. They can describe the components of health-related fitness and can apply the concepts related to fitness in most of their activities.

- 7.4.1 Utilize self-assessment of physical fitness to identify strengths and weaknesses and uses this information to develop a personalized fitness program.
Example: Develop fitness program that addresses all of the components (parts) of fitness.
- 7.4.2 Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level.
Example: Participate in pre-activity stretching exercise to improve flexibility and to prepare for the activity.
- 7.4.3 Demonstrate an understanding of the concepts of health-related (healthy lifestyle) fitness and applies these concepts in various physical activities.
Example: Use target heart rate to monitor the intensity of aerobic (heart and lung enhancing) activities.

Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.

Students can apply the rules for the school, gymnasium, and game situations without being prompted. They are beginning to become very social and enjoy small group participation. They are easily influenced by peers and feel a need for acceptance. They know right from wrong in most situations

- 7.5.1 Contribute to the development and maintenance of rules that provide for safe participation in physical activities.
Example: Assist teacher with putting safety equipment, i.e. tumbling mats, where needed for physical activities.



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- 7.5.2 Accept responsibilities of being a part of a team and attempt to make contributions toward team success.
Example: Volunteer to play a position that no one else wants to play.
- 7.5.3 Follow the rules of all games and activities to insure a safe environment for all participants.
Example: Refrain from running on swimming pool decks.

Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.

Students in the seventh grade are capable of understanding and showing compassion for individuals who are different. They are receptive to learning about the cultures of different countries and how they relate to the physical activities of the countries.

- 7.6.1 Identify sports or activities that are indigenous to several other countries.
Example: Explain the game of cricket in a speech in social studies class.
- 7.6.2 Modify games to allow the participation of individuals with limited abilities.
Example: Participate in a lead-up (preparation for sports) basketball game that requires each team member to touch the ball before it can be shot at the goal.
- 7.6.3 Participate in cooperative games that require a contribution from all team members.
Example: Participate in a parachute volleyball activity.

Standard 7 - Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Students participate in most activities as a member of a group. They are beginning to show greater inhibition and need encouragement to be more expressive and less self conscious. They understand that competence in an activity requires practice.

- 7.1.1 Demonstrate dance or gymnastic movements that convey a particular feeling.
Example: Create a modern dance that shows a feeling of exuberance.
- 7.7.2 Participate in challenge and cooperative activities that requires the development of strategies and cooperative teamwork.
Example: Design and participate in a human obstacle course.
- 7.7.3 Identify and practice a physical activity or movement that is difficult to perform in order to increase skill level.
Example: Swim 20 lengths of the pool utilizing the crawl stroke and concentrating on rhythmical breathing.