

## Physical Education

### Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Grade 6	Grade 7	Grade 8
<b>Physical Activity</b>			
<b>1. Benefit of Physical Activity</b>	Describe how being physically active leads to a healthy body. PE3.1.6	Describe how being physically active contributes to mental health. PE3.1.7	Explain connections between fitness and overall physical and mental health. PE3.1.8
<b>2. Engagement in Physical Activity</b>	Participate in self-selected physical activity outside of physical education class. PE3.2.6	Participate in physical activity two times per week outside of physical education class. PE3.2.7	Participate in physical activity three times per week outside of physical education class. PE3.2.8
<b>Fitness</b>			
<b>3. Components of Fitness</b>	Identify activities used to develop components of skill-related fitness (agility, balance, coordination, power, reaction time, speed). PE3.3.6a  Classify fitness assessments to corresponding components of skill-related fitness. PE3.3.6b	Identify health-related and skill-related components of fitness for specific physical activities. PE3.3.7	Explain health-related and skill-related components of fitness for self-selected physical activities. PE3.3.8
<b>4. Health-Related Fitness</b>	Differentiate between aerobic and anaerobic. PE3.4.6a  Classify activities to corresponding components of skill-related fitness. PE3.3.6c	Differentiate between muscular strength and muscular endurance. PE3.4.7a	Describe impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition.

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	Describe role of flexibility in injury prevention. PE3.4.6b  Use pacing in cardiorespiratory endurance activities. PE3.4.6c	Demonstrate difference between dynamic and static stretches. PE3.4.7b  Describe when to use dynamic and static stretches. PE3.4.7c	PE3.4.8a  Use a variety of appropriate static and dynamic stretching techniques for all major muscle groups. PE3.4.8b
		Describe relationship between cardiorespiratory endurance activities and intensity (Borg rating). PE3.4.7d	Calculate target heart rate zone and adjust intensity during physical activity to stay in zone. PE3.4.8c
<b>5. FITT Principle</b>	Describe each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance. PE3.5.6	Describe the FITT principle for muscular strength, muscular endurance, and flexibility. PE3.5.7	Construct a personal workout using the FITT principle. PE3.5.8
<b>6. Phases of Exercise</b>	Describe role of warm-ups and cool-downs before and after physical activity. PE3.6.6	Design a warm-up or cool-down for a self-selected physical activity. PE3.6.7	Design and implement a warm-up or cool-down for a self-selected physical activity. PE3.6.8
<b>7. Engagement in Fitness Activities</b>	Participate in a variety of cardiorespiratory endurance activities. PE3.7.6	Participate in a variety of cardiorespiratory endurance, muscular strength, and muscular endurance fitness activities. PE3.7.7	Participate in a variety of self-selected fitness activities outside of school. PE3.7.8
<b>8. Body Systems</b>	Identify major muscles used in selected physical activities. PE3.8.6	Describe how muscles pull on bones to create movement in pairs by relaxing and contracting. PE3.8.7	Explain how respiratory, muscular, and skeletal systems interact with each other during physical activity. PE3.8.8
<b>9. Nutrition</b>	Identify appropriate servings and portions for each food group specific to personal	Explain why the six essential nutrients (carbohydrates, fats, proteins, vitamins,	Conduct and reflect on a personal caloric needs assessment based on age, gender,

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	physical activity level. PE3.9.6a  Compare and contrast caloric expenditure for a variety of physical activities. PE3.9.6b	minerals, water) are needed for physical performance. PE3.9.7a  Explain relationship of caloric intake and expenditure to weight management and investigate strategies for balancing calories. PE3.9.7b	activity level, and specific health requirements. PE3.9.8a  Develop strategies for balancing healthy food, snacks, and water intake specific to daily physical activity. PE3.9.8b
<b>Physical Activity and Fitness Planning</b>			
<b>10. Goal-Setting</b>	Use a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment. PE3.10.6	Use a SMART goal to improve or maintain two areas of health-related fitness based on fitness assessments. PE3.10.7	Use a SMART goal to improve or maintain three areas of health-related fitness based on fitness assessments. PE3.10.8
<b>11. Physical Activity and Nutrition Log</b>	Maintain and reflect on a personal physical activity log. PE3.11.6	Maintain and reflect on a personal physical activity and hydration log and set goals for improvement. PE3.11.7	Maintain and reflect on a personal physical activity and nutrition log and set goals for improvement. PE3.11.8

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