

Physical Education



Grade 7

Standard 1: A physically educated student will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

Basic Skills

1.1 Demonstrate ways to improve and refine the functional and expressive quality of locomotor skills to improve personal performance

1.2 Demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

1.3 Demonstrate ways to improve and refine the functional and expressive quality of nonlocomotor skills to improve personal performance

1.4 Demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance

1.5 Demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity

1.6 Demonstrate manipulative skills by using elements of body, space and awareness, effort and relationships with and without objects to improve performance

Application of Basic Skills

1.7 Demonstrate activity specific skills in a variety of environments and using various equipment; e.g., orienteering

1.8 Refine and present a variety of dance sequences; e.g., creative, folk, line, square and novelty, alone and with others

1.9 Choreograph and perform dance sequences using the elements of movement and basic dance steps and patterns

1.10 Demonstrate activity specific skills in a variety of games

1.11 Demonstrate more challenging strategies and tactics that coordinate effort with others; e.g., team – fair play in order to achieve a common activity goal

1.12 Demonstrate ways to improve and refine the functional and expressive qualities of movements that combine basic skills in a variety of gymnastic experiences individually with a partner or in a group; e.g., educational rhythmic gymnastics

1.13 Demonstrate activity specific skills in a variety of individual activities; e.g., power walking

Standard 2: A physically educated student will understand, experience and appreciate the health benefits that result from physical activity.

Functional Fitness

2.1 Analyze personal nutritional habits and how they relate to performance in physical activity

2.2 Demonstrate and evaluate ways to achieve a personal functional level of fitness

2.3 Explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and analyze individual abilities and formulate an individual plan for growth

Body Image

2.4 Identify different body types and how all types can contribute to and participate positively in physical activity

2.5 Discuss performance substances as a part of the negative effect on physical activity

Well-being

2.6 Identify and explain the effects of exercise on the body systems before, during and after exercise

2.7 Interpret personal fitness changes as a result of physical activity

2.8 Understand the connections between physical activity, stress management and relaxation

Standard 3: A physically educated student will interact positively with others.

Communication

3.1 Communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity

3.2 Identify positive active living role models

Fair Play

3.3 Demonstrate etiquette and fair play

Leadership

3.4 Identify and take responsibility for various roles while participating in physical activity and identify leadership and followership skills while participating in physical education

Teamwork

3.5 Select and apply practices that contribute to teamwork

3.6 Identify and demonstrate positive behaviors that show respect for self and others

Standard 4: A physically educated student will assume responsibility to lead an active way of life.

Effort

4.1 Participate regularly in, and identify the benefits of, an active lifestyle

4.2 Identify and demonstrate strategies that encourage participation and continued motivation

Safety

4.3 Identify, describe and follow rules, routines and procedures for safety in a variety of activities in all dimensions

4.4 Explain the benefits of, and demonstrate safe warm-up and cool-down activities

4.5 Recommend safe movement experiences that promote an active healthy lifestyle; e.g., protective equipment for inline skating, ball hockey

Goal Setting/Personal Challenge

4.6 Record and analyze personal goals based on interests and abilities

4.7 Evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging

Active Living in the Community

4.8 Identify local community programs that promote physically active lifestyles

4.9 Identify factors that affect choices of daily physical activity for life, and create personal strategies to overcome barriers