

Middle School Physical Education Fitness Theme Grades 6 – 8

Skill Theme: Sixth Grade Fitness

SHAPE Maryland Standards

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

S3.G6.1 *Physical Activity Knowledge:* Identifies three influences on physical activity.

S3.G6.2 *Engages in Physical Activity:* Participates in a variety of moderate-to-vigorous physical activities (cardio-kick, step aerobics, aerobic dance, recreational team sports, outdoor pursuits, or dance activities).

S3.G6.3a *Fitness Knowledge:* Identifies the components of skill-related fitness.

S3.G6.3b *Fitness Knowledge:* Sets and monitors a self-selected physical activity goal based on current fitness level.

S3.G6.3c *Fitness Knowledge:* Employs correct techniques and methods of stretching.

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4.G6.1a *Personal Responsibility:* Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.

S4.G6.1b *Personal Responsibility:* Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

S5.G6.1a *Health:* Describes how being physically active leads to a healthy body.

S5.G6.1b *Health:* Identifies components of physical activity that provide opportunities for reducing stress and for social interaction

HCPS Sixth Grade Fitness Outcomes

- #9* - Applies FITT guidelines to physical activities (Psychomotor)
- #10 - Demonstrates caloric expenditure through physical activity using technology (Psychomotor)
- #11* - Engages in a health-related fitness assessment (FitnessGram) (Psychomotor)
- #12* - Adjusts the intensity of the activity to sustain THRZ while engaged in physical activity (Psychomotor)
- #13* - Calculates target heart rate zone (THRZ) (Cognitive)
- #14* - Reflects on results of a health-related fitness assessment (FitnessGram) (Cognitive)

*indicates required outcome for every other day students

Middle School Physical Education Fitness Theme Grades 6 – 8

Skill Theme: Seventh Grade Fitness

SHAPE Maryland Standards

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

- S3.G7.1 *Physical activity knowledge:* Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.
- S3.G7.2 *Engages in physical activity:* Participates in a variety of moderate to vigorous strength and endurance fitness activities (Pilates, resistance training, body weight training, free weight training, dual and individual sports, martial arts, or aquatic activities).
- S3.G7.3a *Fitness knowledge:* Distinguishes between health related and skill-related fitness components.
- S3.G7.3b *Fitness knowledge:* Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
- S3.G7.3c *Fitness knowledge:* Describes and demonstrates the difference between dynamic and static stretches.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

- S4.G7.1 *Personal Responsibility:* Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

- S5.G7.1a *Health:* Identifies different types of physical activities and describes how each exerts a positive effect on health.

HCPS Seventh Grade Fitness Outcomes

- #9* - Engages in a health-related fitness assessment (FitnessGram) (Psychomotor)
- #10* - Modifies and adapts levels of FITT guidelines to apply knowledge of specificity, overload and progression principles (Psychomotor)
- #11* - Adjusts levels of physical activity to work in their target heart rate zone while engaged in physical activities (Psychomotor)
- #12 - Evaluates the relationship between nutrition and physical activity (Psychomotor)
- #13* - Reflects on results of a health-related fitness assessment (FitnessGram) (Cognitive)

*indicates required outcome for every other day students

Middle School Physical Education Fitness Theme Grades 6 – 8

Skill Theme: Eighth Grade Fitness

SHAPE Maryland Standards

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

- S3.G8.1 *Physical activity knowledge:* Develops a plan to address one of the barriers within one's family, school, or community to maintaining a physically active lifestyle.
- S3.G8.2a *Engages in physical activity:* Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.
- S3.G8.2b *Engages in physical activity:* Plans and implements a program of cross-training to include aerobic, strength, endurance and flexibility training.
- S3.G8.2c *Engages in physical activity:* Participates in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity.
- S3.G8.3a *Fitness Knowledge:* Compares and contrasts health-related fitness components.
- S3.G8.3b *Fitness knowledge:* Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
- S3.G8.3c *Fitness Knowledge:* Employs a variety of appropriate static stretching techniques for all major muscle groups

Standard 4: Exhibits responsible personal and social behavior that respects self and others.

- S4.G8.1a *Personal responsibility:* Accepts responsibility for improving one's own levels of physical activity and fitness.

Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- S5.G8.1a *Health:* Identifies the components of health-related fitness and explains the relationship between fitness and overall physical and mental health.
- S5.G8.1b *Health:* Analyzes the empowering consequences of being physically active.
- S5.G8.2a *Challenge:* Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.

HCPS Eighth Grade Fitness Outcomes

- #9 - Utilizes technology to defend the value of various cardiorespiratory endurance/aerobic capacity activities (Psychomotor)
- #10* - Engages in a health -related fitness assessment (FitnessGram) (Psychomotor)
- #11* - Performs a personal plan to improve fitness (Psychomotor)
- #12* - Reflects on results of a health- related fitness assessment to improve personal goals (FitnessGram)(Cognitive)

*Indicates required outcome for every other day students