

Georgia Performance Standards Framework for Physical Education

SEVENTH GRADE

PE7.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: The seventh grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies. The following activities are suggested for seventh grade:

Invasion	Net/ Wall	Field	Target	Dance/ Rhythms	Outdoor	Fitness	Individual
Rugby Soccer Basketball	Badminton	Softball	Angle Ball	Line Dancing Jump Rope	Orienteering Angling	Inline skating Aerobic dance	Track and Field

a. Performs specialized manipulative skills in an applied setting to include striking and kicking.

Examples:

- Places the soccer ball in the top corner of the net to avoid the goalkeeper during a game.
- Executes a variety of shots to place the shuttlecock away from the opponent during a badminton game.

b. Creates rhythm sequences that combine complex movement concepts and skills.

Examples:

- Designs and performs gymnastics or rhythmic sequences that combine traveling, rolling, balancing, and weight transfer.
- Applies movement patterns during inline skating to create changes in direction, speed, and flow.

c. Performs a movement sequence in a physical activity or game.

Examples:

- Dribbles a basketball to the basket and performs a lay-up.
- Combines forward and lateral movement to execute throws during an angle ball game.

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PE7.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and predict trajectories of projectiles. They can apply basic strategies in various types of games. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.

Elements:

- a. Explores basic physics concepts such as action-reaction, trajectory, levers, and linear velocity that are important in sports activities.**

Examples:

- Throws a ball for distance using the most appropriate trajectory (path of object).
- Observes differences in distance/force when using striking implements of varied lengths.

- b. Identifies and predicts the open person concept in team sports activities.**

Examples:

- Delivers a bounce pass to open teammate after the teammate executes a pick and roll in basketball.
- Delivers a pass ahead of a moving teammate.

- c. Describes and demonstrates the difference between person to person and zone defenses in invasion games.**

Examples:

- Moves into proper position to guard an opponent using a person to person defense in a basketball game.
- Explains various movement patterns into open areas to receive a pass or score against various defenses.

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PE7.3: Participates regularly in physical activity.

Description: Students have an increased awareness of opportunities for activity and enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is enhanced. Students identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.

Elements:

- a. Accumulates recommended amount of physical activity daily in and outside of the physical education setting on a regular basis.**

Examples:

- Logs at least 60 minutes per day on a seven-day period activity log or calendar.
- Uses a pedometer to record 10,000 steps daily.

- b. Identifies places in the community where the activities and sports learned in class can be played and enjoyed.**

Examples:

- Identifies parks, bike trails, pathways, and other available means for achieving and maintaining an active lifestyle.
- Joins a community youth soccer league.

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PE7.4: Achieves and maintains a health-enhancing level of physical fitness.

Description: Seventh grade students should be able to participate in moderate to vigorous physical activity in a variety of settings. They participate in physical activities addressing each component of health-related fitness while focusing on cardio respiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio respiratory fitness. They can assess their own heart rate, breathing rate perceived exertion, and recovery rate during and following physical activity

Elements:

- a. Uses results from a criterion-referenced fitness assessment (e.g. Fitnessgram) to monitor improvement.**

Examples:

- Completes a cardio respiratory, flexibility, and muscular fitness assessment from the criterion-referenced test.
- Compares their scores from a fitness assessment to healthy standards provided by the teacher and targets areas needing improvement.

- b. With teacher assistance, student develops a plan for improving cardio-respiratory endurance.**

Examples:

- Sets realistic personal goals for improving cardio-respiratory endurance based on their fitness scores.
- Develops a training program that will lead to safe participation in a day long hike.

- c. Assesses physiological indicators of exercise during and after physical activity designed to improve or maintain cardiorespiratory endurance.**

Examples:

- Keeps a record of heart rate before, during, and after vigorous physical activity.
- Engages in physical activity at the target heart rate for a minimum of 20 minutes.

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PE7.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize the role of physical activity in respecting diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.

Elements:

- a. Demonstrates cooperation with peers of different gender, race, ethnicity, and/or ability in a physical activity setting.**

Examples:

- Seeks out, participates with, and shows respect for peers with differences in ability during a small-sided game.
- Applies sensitivity to the rights and feelings of others to resolve interpersonal conflict during physical activity.

- b. Remains on task without close supervision.**

Examples:

- Practices task during allotted time.
- Self officiates a badminton game.

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PE 7.6: Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction.

Description: Students recognize and appreciate the intrinsic values of developing higher physical skills as a means for promoting self-esteem and self-expression as well as physical health. Self confidence is gained through participation in new challenging activities that decreases personal insecurity.

Elements:

a. Participates in health enhancing activities for personal challenge.

Examples:

- Participates regularly in physical activity to meet personal goals.
- Joins a soccer team or an after school running club.

b. Willingly tries new activities.

Examples:

- Joins a team or tries a new activity for personal enjoyment.
- Learns to inline skate.