

**SLIGO MIDDLE SCHOOL
PHYSICAL EDUCATION DEPARTMENT
EXPECTATIONS AND ASSESSMENTS**

“All students shall be required to have a complete change of clothing to participate in the program of physical education. A uniform is recommended. Proper footwear should be worn at all times. Students shall not perform barefooted in any activities other than gymnastics, modern dance, and wrestling.”(MCPS Physical Education Administrative Handbook)

Student expectations and assessments are based solely on MCPS curriculum and are progressive in nature from year to year. Assessment will be made in the following categories:

Application of Fitness Concepts:

Standard I—Exercise Physiology

Standard V—Physical Activity

Application of Movement Skills and Concepts:

Standard II—Biomechanical Principles

Standard IV—Motor Learning Principles

Standard VI—Skillfulness

PSR (Application of Personal and Social Responsibilities):

Standard III—Social Psychological Principles

By the end of Grade 6, students should know and be able to the following:

- Demonstrate the basic strategy concepts and psychomotor skills in team and individual activities.
- Demonstrate competency in rhythmic and creative movement activities.
- Work as a member of a group to accomplish a common goal.
- Display positive behavior and apply appropriate decision-making skills.
- Understand and practice proper safety habits and use of equipment and supplies.
- Participate in a variety of activities that can be applied to leisure hours throughout life.
- Set realistic personal fitness goals.

By the end of Grade 7, students should know and be able to do the following:

- Demonstrate beginning-level skills in team, individual, dual, dance, and personal development activities
- Combine a basic knowledge of rules with strategies in individual, dual, and team play
- Know the rules of safety and apply them in all activities
- Assess their own level of physical fitness and explore avenues to improve fitness
- Demonstrate good sports etiquette, teamwork, and cooperation
- Enhance leadership skills
- Continue to display positive behavior and apply appropriate decision-making skills
- Continue to set realistic personal fitness goals

By the end of Grade 8, students should know and be able to do the following:

- Demonstrate improved skill levels in team, individual, dual, dance, and personal development activities
- Demonstrate game strategies in individual, dual, and team play
- Continue to analyze personal levels of fitness and practice previously-developed skills to increase these levels of fitness
- Know the rules of safety and practice them in all activities
- Accept the responsibility when asked to lead, and be supportive of others when in a leadership role
- Accept the responsibility to when asked to follow, and be supportive of others when in that role
- Demonstrate good sports etiquette, teamwork, and cooperation
- Begin to develop an appreciation for a variety of organized sports activities as a participant and a spectator
- Continue to display positive behavior and apply appropriate decision-making skills

Assessment Items for Grade 6 Essential Learning will include the following objectives:

- Identify personal fitness goals
- Design a fitness plan using the FITT principle
- Define the principles of *overload, progression, specificity, regularity, and individuality*
- Chart personal caloric expenditure and caloric intake
- Assess and analyze aerobic capacity/cardiorespiratory fitness identified by annual standardized fitness tests and list physical activities to achieve individualized person goals
- Define *resting heart rate, target heart rate, and maximum heartrate*
- Assess and analyze muscular strength and muscular endurance identified by annual standardized fitness tests and list physical activities to achieve individualized person goals
- Assess and analyze flexibility identified by annual standardized fitness tests and list physical activities to achieve individualized person goals
- Explain and show how absorption of force increases control such as in sports examples of bunting a softball, trapping a soccer ball, catching a football. (Newton's 1st and 2nd laws)
- Define the three types of levers including first, second and third class levers
- Identify and perform examples of skills learned in a closed environment. (closed skills)
- Identify and show a given movement pattern to create an expression of individuality
- Show movement concepts and strategies that add to student success during participation in net/wall, invasion, fielding/run scoring, and target activities
- Create strategies to improve self-regulation in challenging settings
- Identify problem-solving techniques which maximize personal potential and demonstrate sensitivity to the rights and feelings of others
- Demonstrate cooperation with peers through verbal and non-verbal behavior
- Design and implement a realistic short-term physical activity goal

Assessment Items for Grade 7 Essential Learning will include the following objectives:

- Design, implement, and assess a fitness plan using the FITT principle
- Apply the principles of *overload*, *specificity*, and *progression* in relation to *muscular strength* and *muscular endurance*
- Evaluate activities chosen to improve or maintain specific health related fitness components
- Analyze a nutrition log for the appropriateness of caloric intake and nutritional needs
- Calculate *target heart rate* to reflect personal activity goals
- Demonstrate how levers affect movement when force is applied or speed is increased
- Identify and perform examples of skills learned in an open environment (open skills)
- Create individual/partner performance sequences that exhibit quality movement based on self-expression
- Explain and perform different concepts/strategies for each tactical game category
- Create strategies to improve group/self-regulation in challenging physical activity settings
- Identify conflict resolution skills and negotiation tactics which promote a peaceful and healthy environment for all
- Develop a plan to allow an opportunity for daily physical activity

Assessment Items for Grade 8 Essential Learning will include the following objectives:

- Revise personal fitness goals based on fitness assessments
- Design, implement, assess, and refine a personal fitness plan based on the FITT principle
- Justify the selection of activities chosen to improve or maintain health related fitness
- Calculate and perform activity within individual target heart rate to reflect personal activity goals
- Explain the importance of recovery time and measure it using heart rate monitors or instapulses, during aerobic activity
- Explain and show (*demonstrate and analyze*) how accuracy of projectiles (balls, arrows) is dependent on factors such as speed (or projectile), distance from target, weight of object, and number of body parts used (2nd law: force = mass x acceleration)
- Develop a practice plan for skill improvement based on a checklist for self or peers
- Produce a group creative performance sequence that exhibits quality movement based on self-expression
- Analyze and apply different concepts/strategies for each tactical game category
- Model strategies and practices related to self-regulation in a variety of challenging physical activity settings
- Employ strategies to resolve conflict and make healthy decisions that promote a sense of community and respect for others
- Assess and evaluate the daily activity plan and use appropriate solutions and strategies to overcome personal time barriers