

Ellsworth Middle School  
Physical Education 6-8 Power Standards

Standard 1: Demonstrates competency in motor skills and movement patterns

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Students are able to participate and guide other students in a variety of modified sport, dance, and gymnastics. Students achieve and demonstrate mature forms in the basic skills of specialized sports, dance, and gymnastics. They use the skills successfully in modified games or activities of increased complexity and in combination of other skills.	Students are able to participate with skill in a variety of modified sport, dance, and gymnastics.. Students achieve mature forms in the basic skills of the more specialized sports, dance, and gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other skills.	Students are able to participate in a variety of modified sport, dance, and gymnastics. Some immature form is demonstrated. Skills are used with moderate success in modified games or activities of complexity and in combination with other skills.	Students are able to participate in a variety of modified sport, dance, and gymnastics. Basic form is demonstrated. Skills are used with limited success in modified games or activities of complexity and in combination with other skills.

Indicators:

-Achieves mature forms in basic skills of specialized sports, dance and tumbling activities.

Example-Summative Assessments for S1 will consist of dance, tumbling and swimming units.

Standard 2: Participates regularly in physical activity.

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
They willingly participate in physical activities on a regular basis that contribute to maintenance of personal physical activity goals. Students make conscious decisions regarding their physical activity participation and assume a mature role in managing their participation based on capabilities and behavioral skills that provide a basis for continued learning and regular physical activity participation.	They participate regularly in moderate to vigorous physical activities in both school and non school settings	They participate most of the time in moderate to vigorous physical activities in both school and non school settings	They participate in moderate physical activities in both school and non school settings

Indicators: -Participates regularly in moderate-to-vigorous physical activities in school and non school settings.

Example-Summative Assessments for S2 will consist of active participation in each unit quarters 1,2,3 & 4.

**Standard 3: Achieves and maintains a health-enhancing level of physical activity monitored through fitness goals.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Students will achieve advanced scores on fitness testings. Students are able to independently set physical activity goals and participate in individualized programs of physical activity based on personal goals and interests as well as on the results of the fitness assessments.	Students will achieve proficient scores on fitness testing. Students are able to independently set physical activity goals and participate in physical activity and exercise based on personal goals and interests, as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set.	Students will achieve developing scores on fitness testing. Students are able to set physical activity goals and participate in physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set.	Students will achieve beginning scores on fitness testing. Students are able to set some physical activity goals and participate in physical activity and exercise based on personal goals and interests as well as on the results of fitness assessments. They select and use practice procedures and training principles appropriate for the activity goals they set.

**Indicators:**

- Engages in physical activities that address each component of health-related fitness.
- Knows the components of fitness and how these relate to overall fitness status.
- Sets realistic activity goals of his or her choosing based on interests as well as fitness assessment results.

Example-Summative Assessments for S3 will consist of fitness testing done in 2nd and 4th quarters. Written assessments for fitness components and goal setting will also be given during during 1st, 2nd and 4th quarters.

**Standard 4: Exhibits responsible personal and social behaviors that respects self and others in physical activity setting.**

Advanced(AD)	Proficient(PR)goal	Developing(DE)	Beginning(BE)
Students identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction to reflecting upon their role in physical activity settings and the benefits of physical activity. Students demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in a physical activity setting. They demonstrate leadership by holding	They recognize the role of physical activity in understanding differences and continue to include and support each other, respecting the limitations and strengths of group members. Students move from merely identifying and following rules, procedures, safe practices, ethical behavior, and positive forms of social interaction. They have well developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive	They recognize the role of physical activity in understanding differences and continue to include and support each other most of the time, respecting the limitations and strengths of group members. They have developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities. They mostly make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice	They have developed some cooperation skills and are able to accomplish some group and team goals in both cooperative and competitive activities. They generally make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice problem solving techniques to resolve conflicts when necessary in competitive activities.

<p>themselves and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings. They are able to respond to potentially explosive interactions with others by mediating and settling conflicts.</p>	<p>activities. Adolescents seek greater independence from adults and effectively work independently and in groups to complete assigned tasks. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers, and they practice appropriate problem solving techniques to resolve conflicts when necessary in competitive activities.</p>	<p>appropriate problem solving techniques to resolve conflicts when necessary in competitive activities.</p>	
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Indicators:

-Recognizes the role of physical activity in understanding differences; including sportsmanship.

-Understanding and following rules and procedures

Example-Summative Assessments for S4 will consist of game-oriented units during quarters 1,2,3 and 4.