

# Grade 8

Adopted 2015

## **Demonstrates Competency in a Variety of Motor Skills and Movement Patterns.**

### **A. Demonstrate movement skills and patterns in a variety of individual performance activities and lifetime physical activities.**

1. Demonstrate a routine that combines movement patterns (e.g., traveling, rolling, balance, weight transfer) into a smooth, flowing sequence coordinated with the music rhythm.
2. Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of individual performance activities (e.g., fitness, track and field, martial arts).
3. Perform a variety of simple dance sequences to the music or rhythm as an individual, with a partner or in a small group.

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### **B. Demonstrate critical elements of specialized manipulative skills in a variety of settings.**

1. Send, receive, dribble and shoot in practice and apply these skills to invasion games to achieve successful game-related outcomes.
2. Strike an object with hand or implement in controlled practice and apply these skills to net/wall games to achieve successful game-related outcomes.
3. Strike and field an object with foot, hand or implement in controlled practice and apply these skills to striking/fielding games to achieve successful game-related outcomes.
4. Send an object to a target in controlled practice and apply these skills to target games to achieve successful game-related outcomes.

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## **Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance.**

### **A. Apply tactical concepts and performance principles in game-like settings.**

1. Move to open space to receive passes or create space for others.
2. Move to mark or guard opponents, deny space and prevent opponents from attacking or scoring.
3. Consistently choose the best option (e.g., attack, pass, maintain possession, reposition) in game play.

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**B. Demonstrate knowledge of critical elements and biomechanical principles for specialized skills.**

1. Analyze specific sport and movement skills using biomechanical principles and critical elements.
  2. Develop a plan to improve movement performance using movement principles, critical elements, drills and biomechanical principles.
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**Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.**

**A. Develops a plan to meet the recommendation for daily physical activity.**

1. Plan a variety of moderate to vigorous school, home and community physical activity opportunities to meet physical activity guidelines and personal preferences.
  2. Identify active alternatives to screen time.
  3. Analyze physical activity assessment data and create a plan to improve or maintain physical activity levels.
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**B. Utilizes principles and practices to design a personalized health-related fitness plan.**

1. Describe and use various forms of technology to monitor fitness (e.g., heart monitor, pedometer, phone and iPod apps).
  2. Apply target heart rate and rates of perceived exertion (using RPE scale) to improve or maintain cardiorespiratory endurance.
  3. Apply the principle intensity and duration to determine appropriate repetitions, sets and weight for muscular strength and endurance activities.
  4. Develop a series of activities to improve flexibility and to warm-up and cool-down for each activity.
  5. Design and implement a fitness plan based on the results of health-related fitness assessment.
  6. Apply nutritional concepts and strategies to balance healthy foods, snacks and beverages with fitness levels.
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**Exhibits Responsible Personal and Social Behavior that Respects Self and Others.**

**A. Develop and apply rules, safe practices and procedures in physical activity settings.**

1. Work cooperatively with peers of differing skill to promote a safe school environment.
2. Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.
3. Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.

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**B. Communicate effectively with others to promote respect and conflict resolution in physical activity settings.**

1. Provide support or positive suggestions to facilitate group progress or success.
  2. Demonstrate and encourage respect for individual similarities and differences through positive interaction.
  3. Resolve conflict with sensitivity to the rights and feelings of others.
  4. Accept and respect decisions made by the designated official.
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**Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression and/or Social Interaction.**

**A. Makes a connection between participation in physical activity and physical, emotional and intellectual health.**

1. Link the health benefits that result from participation in specific physical activities.
  2. Make a connection between physical activities and emotional health.
  3. Make a connection between physical activity and intellectual health.
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**B. Discusses the positive impact physical activity has on his or her life.**

1. Discuss the reasons for participating in a selected physical activity.
2. Discuss the challenging aspects of participating in a selected physical activity.
3. Discuss the social benefits of participating in a selected physical activity.