

Grade 8

Adopted 2016

Demonstrates competency in a variety of motor skills and movement patterns.

- 8. Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.** *S1.E1.8.8*

- 8. Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.** *S1.M2.8*

- 8. Catches using an implement in a dynamic environment or modified game play.** *S1.M3.8*

- 8. Passes and receives with an implement in combination with locomotor patterns of running, change of direction, speed and/or level with competency in modified invasion games (e.g., lacrosse or hockey (floor, field, ice)).** *S1.M4.8*

- 8. Throws a leading pass to a moving partner off a dribble or pass.** *S1.M5.8*

- 8. Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.** *S1.M6.8*

- 8. Executes the following offensive skills during small-sided game play: pivots, give & go's, and fakes.** *S1.M7.8*

- 8. Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.** *S1.M8.8*

- 8. Foot-dribbles or dribbles with an implement with control, change in speed and direction during small-sided game play.** *S1.M9.8*

- 8. Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., hockey (floor, field, ice) or lacrosse).** *S1.M10.8*

- 8. Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.** *S1.M11.8*

- 8. Executes consistently, a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball or pickle ball).** *S1.M12.8*

- 8. Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, handball, badminton, and tennis, pickle ball).** *S1.M13.8*

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- 8. Demonstrates the mature form of the forehand and backhand strokes with a short-or long-handled implement with power and accuracy in net games (e.g., paddleball, pickle ball, badminton or tennis).** S1.M14.8

 - 8. Transfers weight with correct timing using low-to-high striking pattern with a short-or long-handled implement on the forehand and backhand side.** S1.M15.8

 - 8. Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.** S1.M16.8

 - 8. Two-hand-volleys with control in a small-sided game.** S1.M17.8

 - 8. Performs consistently a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bean bags or bocce).** S1.M18.8

 - 8. Strikes, with an implement, a stationary object for accuracy, power, and distance in activities, (e.g., croquet, shuffleboard, or golf).** S1.M19.8

 - 8. Strikes a pitched ball, with an implement, with power and force to open space in a variety of small-sided games.** S1.M20.8

 - 8. Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.** S1.M21.8

 - 8. Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits.** S1.M22.8

 - 8. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities.** S1.M23.8

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

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- 8. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.** S2.M1.8

 - 8. Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go.** S2.M2.8

 - 8. Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.** S2.M3.8

 - 8. Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to her/him.** S2.M4.8

 - 8. Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.** S2.M5.8

 - 8. Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.** S2.M6.8

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- 8. Creates open space in net/wall games with either a long-or-short-handled implement by varying force or direction or by moving opponent from side to side and/or forward and back. S2.M7.8**

 - 8. Varies placement, force and timing of return to prevent anticipation by opponent. S2.M8.8**

 - 8. Varies the speed, force and trajectory of the shot based on location of the object in relation to the target. S2.M9.8**

 - 8. Identifies sacrifice situations and attempt to advance a teammate. S2.M10.8**

 - 8. Reduces open spaces in the field by working with teammates to maximize coverage. S2.M11.8**

 - 8. Describes and applies mechanical advantage(s) for a variety of movement patterns. S2.M12.8**

 - 8. Implements safe protocols in self-selected outdoor pursuits. S2.M13.8**
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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 8. Identifies the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health. S3.M1.8**

- 8. Participates in physical activity three times a week outside of physical education class. S3.M2.8**

- 8. Participates in physical activity of self-selected aerobic/strength and endurance fitness activities outside of school (e.g., body weight, resistance training, walking, jogging, biking, skating, dance and swim). S3.M3.8**

- 8. Plans, implements, and participates in cross-training to include aerobic, strength, endurance and flexibility training with or without technology. S3.M4.8**

- 8. Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. S3.M5.8**

- 8. Participates in moderate to vigorous aerobic and/or muscle-and bone-strengthening physical activity for at least 60 minutes per day at least five times a week. S3.M6.8**

- 8. Compare and contrasts health-related fitness components. S3.M7.8**

- 8. 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.M8.8**

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- 8. Describes, demonstrates, and employs a variety of appropriate static-stretching techniques for all major muscle groups. [S3.M9.8](#)
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- 8. Describes the role of flexibility in injury prevention. [S3.M10.8](#)
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- 8. Uses the overload principle (FITT Formula) in preparing a personal workout. [S3.M11.8](#)
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- 8. Designs and implements a warm-up/cool-down regimen for a self-selected physical activity. [S3.M12.8](#)
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- 8. Defines how the RPE Scale can be used to adjust workout intensity during physical activity. [S3.M13.8](#)
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- 8. Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. [S3.M14.8](#)
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- 8. Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment. [S3.M15.8](#)
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- 8. Designs and implements a program to improve levels of health-related fitness and nutrition. [S3.M16.8](#)
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- 8. Describes the relationship between poor nutrition and health risk factors. [S3.M17.8](#)
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- 8. Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi. [S3.M18.8](#)
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Exhibits responsible personal and social behavior that respects self and others.

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- 8. Accepts responsibility for improving one's own levels of physical activity, fitness, and emotional and social well-being. [S4.M1.8](#)
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- 8. Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. [S4.M2.8](#)
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- 8. Provides encouragement and feedback to peers without prompting from the teacher. [S4.M3.8](#)
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- 8. Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. [S4.M4.8](#)
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- 8. Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiative, and game play. [S4.M5.8](#)
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- 8. Applies rules and etiquette by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters. [S4.M6.8](#)
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8. Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity. S4.M7.8

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

8. Identifies the five components of health-related fitness and (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition) explains the connections between fitness and overall physical and mental health. S5.M1.8

8. Analyzes the empowering consequences of being physically active. S5.M2.8

8. Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. S5.M3.8

8. Discusses how enjoyment could be increased in self-selected physical activities. S5.M4.8

8. Identifies and participates in an enjoyable activity that prompts individual self-expression. S5.M5.8

8. Demonstrates respect for self by asking for help and helping others in various physical activities. S5.M6.8