

Grade 8

Adopted 2009

Demonstrates competency in many movement forms and proficiency in a few movement forms.

1-M-1. Participates in modified versions of team and individual sports. 1-M-1

1. Use basic offensive and defensive strategies in a modified version of a team sport and an individual sport. 1-M-1.1
-

1-M-2. Demonstrates the ability to create rhythmic movement pattern. 1-M-2

1. Design and teach a dance sequence to music. 1-M-2.1
 2. Demonstrate a basic understanding of square dance steps, positions, and patterns as to create and perform a dance to music. 1-M-2.2
-

1-M-3. Demonstrates strategies for net and invasion games. 1-M-3

1. Perform hand and foot dribbles while preventing an opponent from stealing the ball. 1-M-3.1
 2. Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball. 1-M-3.2
-

Applies movement concepts and principles to the learning and development of motor skills.

2-M-1. Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced. 2-M-1

1. Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow. 2-M-1.1
 2. Combine skills competently to participate in modified versions of team and individual sports. 2-M-1.2
-

2-M-2. Demonstrates how practicing movement skills improves performance. 2-M-2

1. Exhibit an improved level of manipulative skills while stationary and moving with objects of different shapes, sizes, textures and weights. 2-M-2.1
2. Demonstrate mastery in striking skills while stationary and moving with objects of different shape, size, texture and weight. 2-M-2.2
3. Demonstrate mastery in skills to strike both stationary and moving objects with different body parts. 2-M-2.3
4. Demonstrate mastery in the following patterns of movement related to striking objects with body parts (kicking, punting, dribbling, volleying, serving, etc.). 2-M-2.4

2-M-3. Analyzes and applies advanced movement and game strategies. 2-M-3

1. Describe and demonstrate the ability to use offensive and defensive strategies in court, goal and field games related to striking with the body. 2-M-3.1
2. Understand and apply strategies of attacking and defending space in manipulative activities. 2-M-3.2

2-M-4. Recognizes and applies principles necessary for safe and skilled physical performance. 2-M-4

1. Make activity choices based on safety for self and others. 2-M-4.1
2. Use equipment safely and properly. 2-M-4.2
3. Select and use proper attire that promotes participation and prevents injury. 2-M-4.3

Exhibits a physically active lifestyle.

3-M-1. Identifies opportunities in the school and community for regular participation in physical activity. 3-M-1

1. Identify, and log, participation in physical activities both during and outside of school for the purpose of improving skills and health. 3-M-1.1

3-M-2. Explores a variety of new physical activities for personal interest in and out of physical education class. 3-M-2

1. Identify, and log, participation in games, sports, dance, and/or outdoor pursuits, in and outside of school, based on individual interests and/or capabilities. 3-M-2.1

3-M-3. Establishes and pursues personal physical activity goals through regular physical activity. 3-M-3

1. Participate in an individualized physical activity program designed with the help of the teacher. 3-M-3.1
2. Establish and evaluate short and long-term individual health related fitness goals and make appropriate changes for improvement. 3-M-3.2

3-M-4. Describes the elements of a healthy lifestyle. 3-M-4

1. Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition). 3-M-4.1
 2. Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination). 3-M-4.2
 3. Identify and describe the relationships among physical activity frequency, intensity and time. 3-M-4.3
 4. Select and use appropriate technology tools to evaluate, monitor, and improve physical development. 3-M-4.4
-

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

4-M-1. Participates in and sustains moderate to vigorous physical activity in a variety of settings. 4-M-1

1. Explore and participate in a variety of health-related fitness activities in both school and non-school settings. 4-M-1.1
2. Demonstrate how to sustain an aerobic activity maintaining target heart rate to achieve cardiovascular benefits. 4-M-1.2
3. Participate in moderate to vigorous physical activity within target heart range for a sustained period of time (20-30 minutes), three or more days per week. Log participation. 4-M-1.3

4-M-2. Develops individual goals for each of the health-related fitness components. 4-M-2

1. Use activity log to set realistic goals for lifetime wellness. 4-M-2.1
2. Set realistic goals for improving his/her health-related fitness. 4-M-2.2
3. Develop personal fitness goals independently. 4-M-2.3
4. Achieve and maintain appropriate individual levels of the health-related components of fitness and uses assessment results as a guide to make changes in their individual fitness program. 4-M-2.4

4-M-3. Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group. 4-M-3

1. Meet four of six of the health-related fitness standards as defined by Fitnessgram or an equivalent assessment program. 4-M-3.1

4-M-4. Analyzes and applies basic principles of training to improve health related fitness. 4-M-4

1. Apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity; progression (increasing the level of intensity); and overload (increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise. 4-M-4.1
2. Apply basic principles of training to improving physical fitness. 4-M-4.2
3. Participate in and/or plan an individualized fitness program. 4-M-4.3

Demonstrates responsible personal and social behavior in physical activity settings.

5-M-1. Participates in cooperative activities in both leadership and follower roles. 5-M-1

1. Positively contribute to team building activities. 5-M-1.1
2. Communicate effectively with group members or teammates. 5-M-1.2
3. Effectively direct others when appropriate. 5-M-1.3

5-M-2. Utilizes time effectively to complete assigned tasks. 5-M-2

1. Sustain effort during the entire class period. 5-M-2.1
 2. Manage time and complete tasks asked of her/him. 5-M-2.2
 3. Participate in tasks from initiation to completion. 5-M-2.3
-

5-M-3. Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations. 5-M-3

1. Assume responsibility for her/his actions. 5-M-3.1
 2. Let others complete tasks in class without interrupting. 5-M-3.2
 3. Solve problems in physical activities by analyzing causes and providing potential solutions. 5-M-3.3
-

Demonstrates an understanding and respect for differences among people in physical activity settings.

6-M-1. Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world. 6-M-1

1. Analyze and perform in at least one sport, dance, and physical activity popular in a non-North American country. 6-M-1.1
-

6-M-2. Recognizes commonalities and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both. 6-M-2

1. Demonstrate awareness and identify exclusionary practices across different genders, cultures, ethnicities, abilities, and skill levels. 6-M-2.1
 2. Create an informative project that highlights the historical changes of the involvement of diverse genders, cultures, ethnicities, abilities, and skill levels in dance, sport, and/or physical activities. 6-M-2.2
-

6-M-3. Recognizes the role of sports, games and dance in getting to know and understand others of like and different backgrounds. 6-M-3

1. Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, and ability in a physical activity setting. 6-M-3.1
-

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. 7:

7-M-1. Participates in challenging activities and in activities requiring the utilization of newly acquired skills. 7-M-1

1. Participate in, and log, activities that are personally challenging outside of physical education class. 7-M-1.1
-

7-M-2. Identifies the social, emotional and physical benefits of participation in physical activities. 7-M-2

1. Brainstorm and record how physical activity can provide enjoyment, opportunities for self-expression and communication. 7-M-2.1
2. Use peer interaction to positively enhance personal physical activity and safety such as encouraging friends and joining teams. 7-M-2.2

7-M-3. Demonstrates enjoyment from participation in physical activities. 7-M-3

1. Recognize and describe the affective, aesthetic and creative aspects of performance. 7-M-3.1
2. Demonstrate enjoyment while participating in a self selected activity. 7-M-3.2