

Grade 8

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

- 1 Dance and rhythms: Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.** [S1.1.8](#)

- 2 Games & sports. Invasion and field games – Throwing: Throws with a mature pattern for distance or power appropriate to the activity during smallsided game play.** [S1.2.8](#)

- 3 Catching: Catches using an implement in a dynamic environment or modified game play.** [S1.3.8](#)

- 4 Games & sports. Invasion games – Passing and Receiving: Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in modified invasion games such as lacrosse or hockey (floor, field, ice).** [S1.4.8](#)

- 5 Passing and Receiving: Throws a lead pass to a moving partner off a dribble or pass.** [S1.5.8](#)

- 6 Offensive skills: Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens.** [S1.6.8](#)

- 7 Offensive skills: Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes.** [S1.7.8](#)

- 8 Dribbling/Ball Control: Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.** [S1.8.8](#)

- 9 Dribbling/Ball Control: Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.** [S1.9.8](#)

- 10 Shooting on goal: Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, or ice) or lacrosse.** [S1.10.8](#)

- 11 Defensive Skills: Drop-steps in the direction of the pass during player-to-player defense.** [S1.11.8](#)

- 12 Games and sports. Net/Wall Games Serving: Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball.** [S1.12.8](#)

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- 13 Striking: Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton, or tennis.** S1.13.8
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- 14 Forehand and backhand: Demonstrates the mature form of forehand and backhand strokes with a short- or longhanded implement with power and accuracy in net games, such as pickleball, tennis, badminton, or paddleball.**
S1.14.8
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- 15 Weight Transfer: Transfers weight with correct timing using low-to-high striking pattern with a longhanded implement on the backhand side.** S1.15.8
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- 16 Volley: Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.** S1.16.8
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- 17 Two handed volley: Two-hand-volleys with control in a small-sided game.** S1.17.8
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- 18 Games and sports. Target Games: Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for 1 target game such as bowling or bocce.** S1.18.8
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- 19 Striking: Strikes with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard, or golf.** S1.19.8
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- 20 Games and Sports. Fielding/striking games –Striking: Strikes a pitched ball with an implement for power to open space in a variety of smallsided games. (** S1.20.8
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- 21 Catching: Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.** S1.21.8
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- 22 Outdoor pursuits: Demonstrates correct technique for basic skills in 2 self-selected outdoor activities.** S1.22.8
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- 24 Individual-performance activities: Demonstrates correct technique for basic skills in at least 2 self-selected individualperformance activities.** S1.24.8
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- 25 : Apply knowledge of critical elements of safe water entry and exit in controlled settings.** S1.25.8
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- 26 : Apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.** S1.26.8
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- 27 : Apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.** S1.27.8
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Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.: . .

- 1 Games and Sports. Invasion Games Creating space with movement: Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.** S2.1.8

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- 2** Creating space with offensive tactics: Executes at least 3 of the following offensive tactics to create an open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go. [S2.2.8](#)
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- 3** Creating space using width and length: Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. [S2.3.8](#)
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- 4** Games and Sports. Invasion Games-Reducing space by changing size and shape: Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective). [S2.4.8](#)
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- 5** Reducing space using denial: 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. [S2.5.8](#)
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- 6** Transitions: Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage. [S2.6.8](#)
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- 7** Games and Sports. Net/Wall games - Creating Space through variation: Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction or by moving opponent side to side and/or forward and back. [S2.7.8](#)
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- 8** Using tactics and shots: Varies placement, force, and timing of return to prevent anticipation by opponent. [S2.8.8](#)
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- 9** Games and Sports. Target games -Shot selection: Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target. [S2.9.8](#)
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- 10** Games and sports. Fielding and Striking games- Offensive strategies: Identifies sacrifice situations and attempt to advance a teammate. [S2.10.8](#)
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- 11** Reducing space: Reduces open spaces in the field by working with teammates to maximize coverage. [S2.11.8](#)
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- 12** Individual-performance activities, dance and rhythms- Movement concepts: Describes and applies mechanical advantage(s) for a variety of movement patterns. [S2.12.8](#)
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- 13** Outdoor Pursuits -Movement concepts: Implements safe protocols in self-selected outdoor activities. [S2.13.8](#)
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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.: ..

- 1** Physical activity knowledge: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explains the connections between fitness and overall physical and mental health. [S3.1.8](#)

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- 2 Engages in physical activity: Participates in a physical activity 3 times a week outside of physical education class. S3.2.8**
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- 3 Engages in physical activity: Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming. S3.3.8**
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- 4 Engages in physical activity: Plans and implements a program of crosstraining to include aerobic, strength and endurance, and flexibility training. S3.4.8**
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- 5 Engages in physical activity: Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activities outside of the school day. S3.5.8**
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- 6 Fitness knowledge: Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times per week. S3.6.8**
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- 7 Fitness knowledge: Compares and contrasts health-related fitness components. S3.7.8**
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- 8 Fitness knowledge: Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. S3.8.8**
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- 9 Fitness knowledge: Employs a variety of appropriate static stretching techniques for all major muscle groups. S3.9.8**
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- 10 Fitness knowledge: Describe the role of flexibility in injury prevention. S3.10.8**
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- 11 Fitness knowledge: Uses the overload principle (FITT formula) in preparing a personal workout. S3.11.8**
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- 12 Fitness knowledge: Designs and implements a warm-up/cooldown regimen for a self-selected physical activity. S3.12.8**
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- 13 Fitness knowledge: Defines how RPE Scale can be used to adjust workout intensity during physical activity. S3.13.8**
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- 14 Fitness knowledge: 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. S3.14.8**
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- 15 Assessment and program planning: Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. S3.15.8**
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- 16 Assessment and program planning: Designs and implements a program to improve levels of health-related fitness and nutrition. S3.16.8**

17 Nutrition: Describes the relationship between poor nutrition and health risk factors. [S3.17.8](#)

18 Stress Management: Demonstrates basic movements used in other stress-reducing activities, such as yoga and tai chi. [S3.18.8](#)

Exhibits responsible personal and social behavior that respects self and others.: . .

1 Personal responsibility: Accepts responsibility for improving one's own levels of physical activity and fitness. [S4.1.8](#)

2 Personal responsibility: Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. [S4.2.8](#)

3 Accepting feedback: Provides encouragement and feedback to peers without prompting from the teacher. [S4.3.8](#)

4 Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. [S4.4.8](#)

5 Working with others: Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game-play. [S4.5.8](#)

6 Rules and etiquette: Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. [S4.6.8](#)

7 Safety: Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. [S4.7.8](#)

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

1 Health: Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health. [S5.1.8](#)

2 Health: Analyzes the empowering consequences of being physically active. [S5.2.8](#)

3 Challenge: Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. [S5.3.8](#)

4 Self-expression and enjoyment: Discusses how enjoyment could be increased in self-selected physical activities. [S5.4.8](#)

5 Self-expression and enjoyment: Identifies and participates in an enjoyable activity that prompts individual selfexpression. [S5.5.8](#)

6 Social interaction: Demonstrates respect for self by asking for help and helping others in various physical activities. [S5.6.8](#)
