

# Grade 8

Adopted 2014

The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

8. Exhibits consistent effective use of rhythm and timing by creating a movement sequence to music as an individual or in a group. [S1.M1.8](#)

---

8. Throws with a mature pattern strategically appropriate to the activity. [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 and change of direction, speed and/or level with competency in small sided invasion games. [S1.M4.8](#)

---

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: pivot, give and go, and fakes. [S1.M7.8](#)

---

8. Dribbles with dominant and non-dominant hand 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, changing speed and direction during small-sided game play. [S1.M9.8](#)

---

8. Shoots on goal with a long-handled implement with controlled technique and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. [S1.M10.8](#)

---

8. Drop-steps in the direction of the pass during player-to-player defense. [S1.M11.8](#)

---

8. Executes consistently a legal serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, pickleball). [S1.M12.8](#)

---

8. Strikes, with a mature overhand pattern, in a modified game for net/wall games (e.g., volleyball, handball, badminton, tennis). [S1.M13.8](#)

---

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

- 8. Transfers weight with correct timing using low to high striking pattern with a long-handled implement on the 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. Applies consistently a mature underhand pattern with accuracy and control in more than one target game (e.g., bowling, bocci, horseshoes). [S1.M18.8](#)

---

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

---

- 8. Strikes a pitched ball with an implement for power to open space in a variety of small-sided games. [S1.M20.8](#)

---

- 8. Catches, using 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 activities. [S1.M22.8](#)

---

- 8a. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. [S1.M24.8A](#)

---

- 8b. Demonstrate age-appropriate threshold zones for one and target zone for the remaining four health-related fitness components. [S1.M24.8B](#)

The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance movement and performance.

- 8. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. [S2.M1.8](#)

---

- 8. Executes several 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 and go. [S2.M2.8](#)

---

- 8. Creates offense tactics in dynamic activities (e.g., 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 him/her (third-party perspective). [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](#)

- 
- 8. Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent 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. Apply and incorporate Newton's laws of motion to various activities.** S2.M12.8

---

  - 8. Implements safe protocols in a variety of activities.** S2.M13.8

---

  - 8. Analyze and establish personal FITT Principles goals.** S2.M14.8
- 

**The physically literate individual 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 a variety of self-selected cardiovascular, muscular strength, muscular endurance and flexibility activities.** S3.M3.8

---

- 8. Actively participates in and analyzes a variety of self chosen aerobic and strength activities using technology.** S3.M4.8

---

- 8. Participates in a variety of self-selected lifetime recreational individual, dual, and team activities.** S3.M5.8

---

- 8. Compares 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

---

- 8. Employs a variety of appropriate static and dynamic stretching techniques for all major muscle groups.** S3.M9.8

---

- 8. Describe the importance of proper movement and movement patterns for the prevention of injury.** S3.M10.8

---

- 8. Uses the overload principle (FITT formula) in preparing a personal workout.** S3.M11.8

- 
- 8. Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.** S3.M12.8

---

  - 8. Defines how perceived exertion can be used to adjust workout intensity during physical activity.** S3.M13.8

---

  - 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

---

  - 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

---

  - 8. Designs and implements a program to improve levels of health-related fitness and nutrition.** S3.M16.8

---

  - 8. Describes the relationship between poor nutrition and health risk factors.** S3.M17.8

---

  - 8. Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi.** S3.M18.8
- 

**The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.**

- 8. Accepts responsibility for improving one's own levels of physical activity and fitness while supporting the efforts of others.** S4.M1.8

---

  - 8. Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.** S4.M2.8

---

  - 8. Provides encouragement and appropriate feedback to peers without prompting from the teacher.** S4.M3.8

---

  - 8. Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.** S4.M4.8

---

  - 8. Cooperates and distributes leadership responsibilities with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.** S4.M5.8

---

  - 8a. 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.M6.8A

---

  - 8b. Exhibits the fundamentals of good sportsmanship.** S4.M6.8B

---

  - 8. Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.** S4.M7.8
-

**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction.**

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

---

**8. Analyzes the empowering benefits 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**