

Grade 8

Motor Skill Development

- 1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities. 8.1**
 - a Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage. 8.1.A
 - b Create a rhythmic movement or dance sequence to music as an individual or in a group. 8.1.B
 - c Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities. 8.1.C
 - d Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities. 8.1.D
 - e Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance. 8.1.E
 - f Demonstrate the use of technology tools to analyze and improve performance. 8.1.F
 - g Analyze movement performance/progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to learn or improve the movement skills of self and others. 8.1.G
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Anatomical Basis of Movement

2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement. 8.2

- a** Explain how body systems interact with one another during physical activity. 8.2.A
 - b** Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements. 8.2.B
 - c** Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports. 8.2.C
 - d** Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner. 8.2.D
 - e** Analyze movement progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to improve the movement skills of self and/or others. 8.2.E
 - f** Describe the effects of physical activity and exercise on the body, including cardiorespiratory, muscular, and nervous systems. 8.2.F
 - g** Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction. 8.2.G
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Fitness Planning

- 3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness. 8.3**
- a Complete a self-assessment of current fitness levels and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time and type of exercise) principle, a timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least three components of health-related fitness. 8.3.A
 - b Describe how an RPE scale can be used to adjust workout intensity during physical activity. 8.3.B
 - c Use a variety of resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement. 8.3.C
 - d Create and implement an activity plan (that includes warm-up, cool-down, and appropriate intensity levels) applying specificity, overload, progression, and identify safety precautions to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans. 8.3.D
 - e Describe the body's physiological responses to warm-ups and cool downs. 8.3.E
 - f Identify activities that use the anaerobic and aerobic energy systems. 8.3.F
 - g Demonstrate perseverance in achieving fitness goals. 8.3.G
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Social and Emotional Development

- 4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings. 8.4**
- a Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). 8.4.A
 - b Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher. 8.4.B
 - c Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance. 8.4.C
 - d Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi). 8.4.D
 - e Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion. 8.4.E
 - f Analyze the proper use of equipment and self-management skills in relation to safety in physical activity. 8.4.F
 - g Analyze and compare social and emotional benefits of participation in a variety of activities. 8.4.G
 - h Identify opportunities for social interaction through physical activity in the community. 8.4.H
 - i Develop plans to enhance inclusion and reduce social exclusion/marginalization. 8.4.I
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Energy Balance

- 5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition. 8.5**
- a Describe the relationship between inadequate caloric intake and health risk factors. 8.5.A
 - b Explain the role of energy balance in weight management and body composition. 8.5.B
 - c Describe types of body-composition measures. 8.5.C
 - d Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure. 8.5.D
 - e Create a one-day energy balance plan, including meals, snacks, and physical activity, based on Recommended Dietary Allowance (RDA). 8.5.E