California Physical Education

Grade 8

Adopted 2005

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

1. Rhythmic Skills 1

1.1 Identify and demonstrate square dance steps, positions, and patterns set to music. 1.1

1.2 Create and perform a square dance. 1.2

Combinations of Movement Patterns and Skills

1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.3

1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 1.4

1.5 Demonstrate fundamental gymnastic/tumbling skills. 1.5

1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level. 1.6

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. 2

2a Movement Concepts 2A

2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity. 2.1

2.2 Explain the rotation principles used in performing various manipulative skills. 2.2

2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities. 2.3

2b. Combination of Movement Patterns and Skills 2B

2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance. 2.4

2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities. 2.5

2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system. 2.6

Skip to main content

Students maintain a level of

Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using

physical fitness to improve health and performance. 3	**a scientifically based health-related physical fitness assessment.** 3.1
	3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria. 3.2
	3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher. 3.3
	3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 3.4
	3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program. 3.5
	3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury). 3.6
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. 4	**4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.** 4.1
	4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury. 4.2
	4.3 Identify ways of increasing physical activity in routine daily activities. 4.3
	4.4 Identify and apply basic principles in weight/resistance training and safety practices. 4.4
	4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance. 4.5
	4.6 Explain the different types of conditioning for different physical activities. 4.6
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 5	**5a. Self-Responsibility** 5A 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants. 5.1 5.2 Organize and work cooperatively with a group to achieve the goals of the group. 5.2 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness. 5.3

Skip to main content

5b. Social Interaction 5B

5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal. 5.4

5c. Group Dynamics 5C

5.5 Accept the roles of group members within the structure of a game or activity. 5.5

5.6 Describe leadership roles and responsibilities in the context of team games and activities. 5.6

5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals. 5.7