

# Grade 8

Adopted 2015

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

- 8. Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.** S1.M1.8

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- 8. Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.** S1.M2.8

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- 8. Catches using an implement in a dynamic environment or modified game play.** S1.M3.8

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- 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 modified invasion games such as lacrosse or hockey (floor, field, ice).** S1.M4.8

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- 8. Throws a lead pass to a moving partner off a dribble or pass.** S1.M5.8

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- 8. Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.** S1.M6.8

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- 8. Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes.** S1.M7.8

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- 8. Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.** S1.M8.8

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- 8. Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.** S1.M9.8

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- 8. Shoots on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey [floor, field, ice] or lacrosse.** S1.M10.8

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- 8. Drop-steps in the direction of the pass during player-to-player defense.** S1.M11.8

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- 8. 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.M12.8

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- 8. Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis.** S1.M13.8

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- 8. Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball. S1.M14.8**
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- 8. Transfers weight with correct timing using low- to high-striking pattern with a long-handled implement on the forehand/backhand side. S1.M15.8**
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- 8. Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. S1.M16.8**
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- 8. Two-hand-volleys with control in a small-sided game. S1.M17.8**
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- 8. Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci. S1.M18.8**
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- 8. Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or golf. S1.M19.8**
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- 8. Strikes a pitched ball with an implement for power to open space in a variety of small-sided games S1.M20.8**
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- 8. Catching Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. S1.M21.8**
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- 8. Demonstrates correct technique for basic skills in at least two self-selected outdoor activities. S1.M22.8**
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- 8. Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum. S1.M23.8**
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- 8. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. S1.M24.8**
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**Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

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- 8. Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. S2.M1.8**
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- 8. Executes at least three 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 & go. S2.M2.8**
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- 8. Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. S2.M3.8**
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- 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**
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- 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**
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- 8. Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. S2.M6.8
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- 8. Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. S2.M7.8
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- 8. Varies placement, force and timing of return to prevent anticipation by opponent. S2.M8.8
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- 8. Varies the speed, force and trajectory of the shot based on location of the object in relation to the target S2.M9.8
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- 8. Identifies sacrifice situations and attempt to advance a teammate S2.M10.8
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- 8. Reduces open spaces in the field by working with teammates to maximize coverage. S2.M11.8
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- 8. Describes and applies mechanical advantage(s) for a variety of movement patterns. S2.M12.8
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- 8. Implements safe protocols in self-selected outdoor activities. S2.M13.8
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Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

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- 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
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- 8. Participates in physical activity three times a week outside of physical education class. S3.M2.8
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- 8. Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, rhythmic activities/dance and swimming. S3.M3.8
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- 8. Plans and implements a program of cross-training to include aerobic, strength and endurance and flexibility training. S3.M4.8
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- 8. Identifies and participates in a self-selected lifetime sport, rhythmic activities/dance, aquatic or outdoor activity outside of the school day (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths). S3.M5.8
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- 8. Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week. S3.M6.8
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- 8. Compares and contrasts health-related fitness components. S3.M7.8
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- 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
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- 8. Employs a variety of appropriate static- and dynamic-stretching techniques for all major muscle groups.** S3.M9.8
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- 8. Describes the role of flexibility in injury prevention.** S3.M10.8
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- 8. Uses the overload principle (FITT formula) in preparing a personal workout.** S3.M11.8
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- 8. Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.** S3.M12.8
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- 8. Defines how the Borg Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity.** S3.M13.8
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- 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
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- 8. Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program, and other fitness programs).** S3.M15.8
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- 8. Designs and implements a program to improve levels of health-related fitness and nutrition.** S3.M16.8
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- 8. Describes the relationship between poor nutrition and health risk factors.** S3.M17.8
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- 8. Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.** S3.M18.8
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**Exhibits responsible personal and social behavior that respects self and others.**

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- 8. Accepts responsibility for improving one's own levels of physical activity and fitness.** S4.M1.8
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- 8. Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.** S4.M2.8
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- 8. Provides encouragement and feedback to peers without prompting from the teacher.** S4.M3.8
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- 8. Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.** S4.M4.8
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- 8. Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.** S4.M5.8
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**8. Applies rules and etiquette by acting as an official for modified physical activities and games and creating rhythmic activities/dance routines within a given set of parameters.** S4.M6.8

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

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**8. Demonstrates competency in performing hands only cardiopulmonary resuscitation (CPR) and associated skills gained through psychomotor skills practice based on current national guidelines.** S4.M8.8

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**Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or 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

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**8. Analyzes the empowering benefits of being physical active.** S5.M2.8

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**8. Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.** S5.M3.8

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**8. Discusses how enjoyment could be increased in self-selected physical activities.** S5.M4.8

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**8. Identifies and participates in an enjoyable activity that prompts individual self-expression.** S5.M5.8

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**8. Demonstrates respect for self by asking for help and helping others in various physical activities.** S5.M6.8

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