North Dakota Physical Education

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
8. **Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.** 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 modified invasion games such as lacrosse or hockey (floor, field, ice).** S1.M4.8
8. **Throws a lead pass to a moving partner off a dribble or pass.** S1.M5.8
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 & go, and fakes.** S1.M7.8
8. **Dribbles with dominant and non-dominant hands 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 for power 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 (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
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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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
	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
	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. 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
	8. Strikes, with an implement, a stationary object for accuracy and power in such activities as croquet, shuffleboard or 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. Catching 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
	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
	8. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. S1.M24.8
Applies knowledge of concepts, principles, strategies and tactics related to 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 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
	8. Creates open space by staying spread on offense, 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
	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
	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. Describes and applies mechanical advantage(s) for a variety of movement patterns. S2.M12.8
	8. Implements safe protocols in self-selected outdoor activities. S2.M13.8
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 physical activity three times a week outside of physical education class. S3.M2.8
	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
	8. Plans and implements a program of cross-training to include aerobic, strength and endurance and flexibility training. S3.M4.8
	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
	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
	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

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	8. **Employs a variety of appropriate static- and dynamic-stretching techniques for all major muscle groups.** S3.M9.8
	8. **Describes the role of flexibility in injury prevention.** 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 the Borg Rating of Perceived Exertion (RPE) Scale 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 (e.g., Presidential Youth Fitness Program, and other fitness programs).** 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
Exhibits responsible personal and social behavior that respects self and others.	8. **Accepts responsibility for improving one's own levels of physical activity and fitness.** 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 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 with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.** S4.M5.8
	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
	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
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
	8. **Analyzes the empowering benefits of being physical 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