Oklahoma Physical Education

# Grade 8

Adopted 2016

**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.E1.8.8

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, change of direction, speed and/or level with competency in modified invasion games (e.g., lacrosse or hockey (floor, field, ice)).** S1.M4.8

8. **Throws a leading 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: pivots, give & go's, 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, change in 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 (e.g., hockey (floor, field, ice) or lacrosse).** S1.M10.8

8. **Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.** S1.M11.8

8. **Executes consistently, a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball or pickle ball).** S1.M12.8

8. **Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, handball, badminton, and tennis, pickle ball).** S1.M13.8

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**Demonstrates the mature form of the forehand and backhand strokes with a short-or long-handled implement with power and accuracy in net games (e.g.,**

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| | paddleball, pickle ball, badminton or tennis). S1.M14.8 |
| | 8. Transfers weight with correct timing using low-to-high striking pattern with a short-or long-handled implement on the forehand and 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 a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bean bags or bocce). S1.M18.8 |
| | 8. Strikes, with an implement, a stationary object for accuracy, power, and distance in activities, (e.g., croquet, shuffleboard, or golf). S1.M19.8 |
| | 8. Strikes a pitched ball, with an implement, with power and force to open space in a variety of small-sided games. S1.M20.8 |
| | 8. Catches, with or without 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 pursuits. S1.M22.8 |
| | 8. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. S1.M23.8 |
| **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 her/him. 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 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 |
| | 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 pursuits. 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 physical activity of self-selected aerobic/strength and endurance fitness activities outside of school (e.g., body weight, resistance training, walking, jogging, biking, skating, dance and swim). S3.M3.8 |
| | 8. Plans, implements, and participates in cross-training to include aerobic, strength, endurance and flexibility training with or without technology. S3.M4.8 |
| | 8. Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. 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. Compare 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. Describes, demonstrates, and employs a variety of appropriate static-stretching techniques for all major muscle groups. S3.M9.8 |
| | 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 |
| | 8. **Designs and implements a warm-up/cool-down regimen for a self-selected physical activity.** S3.M12.8 |
| | 8. **Defines how the 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.** 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, fitness, and emotional and social well-being.** 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 initiative, and game play.** S4.M5.8 |
| | 8. **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.M6.8 |
| | 8. **Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.** S4.M7.8 |
| **Re... ph... he...** | 8. **Identifies the five components of health-related fitness and (muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body** |

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| **challenge, self-expression and/or social interaction.** | **composition) explains the connections between fitness and overall physical and mental health.** S5.M1.8 |
| | **8. Analyzes the empowering consequences 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 |