South Dakota Physical Education

Grade 8

Adopted 2014

The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns.

8. **Exhibits consistent effective use 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 strategically appropriate to the activity.** 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 small sided invasion games.** S1.M4.8
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 and go, and fakes.** S1.M7.8
8. **Dribbles with dominant and non-dominant hand 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 with controlled technique 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 a legal serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, pickleball).** S1.M12.8
8. **Strikes, with a mature overhand pattern, in a modified game for net/wall games (e.g., volleyball, handball, badminton, tennis).** S1.M13.8
8. **Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games (e.g., pickleball, tennis, badminton, 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 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. Applies consistently a mature underhand pattern with accuracy and control in more than one target game (e.g., bowling, bocci, horseshoes). S1.M18.8
	8. Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, shuffleboard, 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. 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
	8a. Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities. S1.M24.8A
	8b. Demonstrate age-appropriate threshold zones for one and target zone for the remaining four health-related fitness components. S1.M24.8B
The physically literate individual applies knowledge of concepts, principles, strategies and tactics to enhance 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 several 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 and go. S2.M2.8
	8. Creates offense tactics in dynamic activities (e.g., 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
	8. Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. S2.M6.8
	Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or

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	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. Apply and incorporate Newton's laws of motion to various activities. S2.M12.8
	8. Implements safe protocols in a variety of activities. S2.M13.8
	8. Analyze and establish personal FITT Principles goals. S2.M14.8
The physically literate individual 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 a variety of self-selected cardiovascular, muscular strength, muscular endurance and flexibility activities. S3.M3.8
	8. Actively participates in and analyzes a variety of self chosen aerobic and strength activities using technology. S3.M4.8
	8. Participates in a variety of self-selected lifetime recreational individual, dual, and team activities. S3.M5.8
	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
	8. Employs a variety of appropriate static and dynamic stretching techniques for all major muscle groups. S3.M9.8
	8. Describe the importance of proper movement and movement patterns for the prevention of injury. S3.M10.8
	8. Uses the overload principle (FITT formula) in preparing a personal workout. S3.M11.8
	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 perceived exertion 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
The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.	**8.** Accepts responsibility for improving one's own levels of physical activity and fitness while supporting the efforts of others. 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 appropriate 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 and distributes leadership responsibilities with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. S4.M5.8
	8a. 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.M6.8A
	8b. Exhibits the fundamentals of good sportsmanship. S4.M6.8B
	8. Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. S4.M7.8
The physically literate individual recognizes the value of physical activity for health, enjoyment,	**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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self-expression, employment opportunities and social interaction.

8. **Analyzes the empowering benefits 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