Utah Physical Education

Grade 8

Adopted 2016

Intermediate Team Sports

1. **Students will achieve a level of competency in motor skills and movement patterns.**
    1. Demonstrate competency in a variety of movement forms and proficiency in some movement forms. G8.1.1
    2. Apply manipulative skills in a variety of individual, dual, and team sport-specific activities. G8.1.2
    3. Demonstrate weight transfer that is common for a variety of skills (e.g., throwing, batting, and kicking). G8.1.3
    4. Perform manipulative skills while working individually (e.g., throw, kick, and strike a variety of objects, demonstrating both accuracy and force). G8.1.4
    5. Combine manipulative skills while working with a partner or within a small group (e.g., hit a ball and run to base, dribble and shoot a basketball while being guarded, catch and throw a Frisbee). G8.1.5
    6. Demonstrate body and target alignment that are common for a variety of skills (e.g., receiving a serve, catching a ball, catching a Frisbee). G8.1.6
    7. Demonstrate how opposition and follow-through are common for a variety of skills (e.g., throwing, tennis serve, soccer kick, volleyball spike, basketball lay-up). G8.1.7
    8. Use correct technique in a variety of lead-up games. G8.1.8
    9. Create and perform a variety of dances such as square, folk, aerobic, modern, ballroom, line, and cultural. G8.1.9
    10. Create and perform a variety of activities that combine traveling, rolling, balancing, and weight transfer into a smooth-flowing sequence. G8.1.10

2. **Students will apply knowledge to attain efficient movement and performance.**
    1. Demonstrate through participation, ways to link and transfer basic manipulative skills and concepts to specialized sports' skills. G8.2.1
    2. Identify and demonstrate similarities and differences between motor skills (e.g., the badminton smash and volleyball spike, drop kick in soccer and punt in football). G8.2.2
    3. List goals and monitor changes in the development of movement skills to improve performance. G8.2.3

Skip to main content

4. In a game situation, move to open spaces to receive a pass while playing traditional or non-traditional sports or activities. G8.2.4
5. Cover a specific area of the court or field while playing traditional or non-traditional sports or activities. G8.2.5
6. Establish a ready position in preparation for skill performance (e.g., receiving a volleyball serve or ground ball in softball or lacrosse). G8.2.6
7. Strike or throw a ball to a specific target. G8.2.7
8. Throw and catch a Frisbee while running. G8.2.8

3. **Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.**
    1. Assess personal level of fitness and maintain a basic exercise plan, including all components of health related fitness (e.g., assessment of strength, muscular endurance, cardiovascular endurance, flexibility). G8.3.1
    2. Design and implement a personal exercise plan based on fitness assessment results. G8.3.2
    3. Monitor progress by utilizing advanced techniques, including computer programs. G8.3.3
    4. Change activities or alter game rules to enhance fitness benefits (e.g., eliminate time-outs, play soccer instead of volleyball to meet cardiovascular goals). G8.3.4
    5. Explore a variety of nontraditional physical activities for personal interest inside and outside of class (e.g., orienteering, field hockey, hiking). G8.3.5
    6. Define the components of health related fitness, describe application of the components, and create activities that are appropriate for improvement for each component. G8.3.6
    7. Describe the relationship between physical activity and food intake. G8.3.7
    8. Discuss the concept of energy balance. G8.3.8
    9. Complete a two-day diet and activity log. Using log information, identify poor food choices and healthy alternatives. G8.3.9
    10. Describe a diet for optimal physical performance. G8.3.10
    11. Demonstrate proper posture while performing selected activities and exercises. G8.3.11
    12. Identify exercises that contribute to trunk stabilization and the importance of equal strength in opposing muscle groups. G8.3.12
    13. Examine, monitor, and improve execution of motor skills using technological resources. G8.3.13
    14. Using technology, provide skill feedback and analysis of movement (e.g., comparing the speed of approach and body position in the long jump, rotation of the trunk, and angle of release of the shot put). G8.3.14

Skip to main content

Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

1. Demonstrate the ability to make responsible choices in activity settings. G8.4.1
2. Demonstrate while participating compliance with activity rules and procedures. G8.4.2
3. Practice safe behaviors relative to others. G8.4.3
4. Strive to keep the importance of winning and losing in perspective. G8.4.4
5. Accept and consider constructive criticism or feedback for teacher and peers. G8.4.5
6. Demonstrate the ability to work and support others with both teammates and opponents. G8.4.6
7. Develop a democratic plan to solve problems or make decisions in physical activity. G8.4.7
8. Seek out, participate with, and show respect for persons of like and different genders, abilities, skills, and cultures. G8.4.8
9. Value the role of games, sports, and dance in getting to know and respect others of various cultural backgrounds. G8.4.9

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5. **Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.**
    1. Recognize that physical activity provides opportunities for enjoyment. G8.5.1
    2. Celebrate the successes and achievements of self and others. G8.5.2
    3. Recognize that physical activity provides opportunities for challenge. G8.5.3
    4. Develop personal strategies for overcoming fear of participating in new activities. G8.5.4
    5. Recognize that physical activity provides opportunities for self-expression. G8.5.5
    6. Use creative means to express the aesthetic and creative aspects of performance (e.g., collages, poems, posters, slide show, video, song, and dance). G8.5.6
    7. Participate in physical activities that provide enjoyable social interaction. G8.5.7
    8. Describe the social benefits that result from team and individual sport participation. G8.5.8
    9. Demonstrate group problem solving abilities. G8.5.9