Virginia Physical Education

# Grade 8

**Motor Skill Development**

1 **The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.** 8.1

- a Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations with a focus on defensive strategies, including reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage. 8.1.A
- b Create a rhythmic movement or dance sequence to music as an individual or in a group. 8.1.B
- c Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities. 8.1.C
- d Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities. 8.1.D
- e Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance. 8.1.E
- f Demonstrate the use of technology tools to analyze and improve performance. 8.1.F
- g Analyze movement performance/progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to learn or improve the movement skills of self and others. 8.1.G

**Anatomical Basis of Movement**

2 **The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact with and respond to physical activity and movement.** 8.2

- a Explain how body systems interact with one another during physical activity. 8.2.A
- b Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements. 8.2.B
- c Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports. 8.2.C
- d Analyze performance in a variety of selected skills/activities using movement concepts of agility, power, coordination, reaction time, speed, force, motion, rotation, and energy of self and partner. 8.2.D

e Analyze movement progressions (i.e., practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and use feedback to improve the movement skills of self and/or others. 8.2.E

f Describe the effects of physical activity and exercise on the body, including cardiorespiratory, muscular, and nervous systems. 8.2.F

g Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction. 8.2.G

---

**Fitness Planning**

3 **The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.** 8.3

a Complete a self-assessment of current fitness levels and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time and type of exercise) principle, a timeline, documentation of activities inside and outside of school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least three components of health-related fitness. 8.3.A

b Describe how an RPE scale can be used to adjust workout intensity during physical activity. 8.3.B

c Use a variety of resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement. 8.3.C

d Create and implement an activity plan (that includes warm-up, cool-down, and appropriate intensity levels) applying specificity, overload, progression, and identify safety precautions to meet the Centers for Disease Control and Prevention's Physical Activity Guidelines for Americans. 8.3.D

e Describe the body's physiological responses to warm-ups and cool downs. 8.3.E

f Identify activities that use the anaerobic and aerobic energy systems. 8.3.F

g Demonstrate perseverance in achieving fitness goals. 8.3.G

---

**Social and Emotional Development**

4 **The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.** 8.4

a Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). 8.4.A

b Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher. 8.4.B

c Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance. 8.4.C

d Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi). 8.4.D

e Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion. 8.4.E

f Analyze the proper use of equipment and self-management skills in relation to safety in physical activity. 8.4.F

g Analyze and compare social and emotional benefits of participation in a variety of activities. 8.4.G

h Identify opportunities for social interaction through physical activity in the community. 8.4.H

i Develop plans to enhance inclusion and reduce social exclusion/marginalization. 8.4.I

---

**Energy Balance**

5 **The student will explain the relationship of caloric intake, caloric expenditure, and body composition.** 8.5

a Describe the relationship between inadequate caloric intake and health risk factors. 8.5.A

b Explain the role of energy balance in weight management and body composition. 8.5.B

c Describe types of body-composition measures. 8.5.C

d Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure. 8.5.D

e Create a one-day energy balance plan, including meals, snacks, and physical activity, based on Recommended Dietary Allowance (RDA). 8.5.E