

# STANDARDS FOR PHYSICAL EDUCATION: GRADE 8

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Motor Skills and Movement Patterns**

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

PE.8.1.1 Combine locomotor, non-locomotor, and manipulative skills in a variety of modified games/sports (for example: small-sided: required: invasion games, net/wall games, target games, fielding/striking games) and practice tasks of increasing complexity.

PE.8.1.2 Refine and improve specialized skills in a variety of modified games/sports.

PE.8.1.3 Apply offensive and defensive skills while playing modified versions of team and individual games and sports.

PE.8.1.4 Create a movement sequence to music that exhibits command of rhythm and timing as an individual or in a group.

### **Standard 2: Movement and Performance**

**The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.**

PE.8.2.1 Create and reduce space (controlling space) by combining locomotor movements with movement concepts in a variety of modified games/sports and practice tasks by:

- varying force, direction, placement, timing
- executing offensive (for example: pivots and fakes, variety of passes, give and go, staying spread out) and defensive (for example: staying on goal side and reducing distance, denial, interception/deflection) tactics
- transitioning from offense to defense and defense to offense by recovering quickly
- using a variety of shots to hit to open space, appropriate to the game/sport or practice task
- vary the speed and/or trajectory of the shot based on location of the object in relation to the target

PE.8.2.2 Apply mechanical principle(s) (for example: follow-through, transfer of weight, range of motion, holding a balance), as appropriate, to a variety of movement patterns.

### **Standard 3: Physical Activity and Fitness**

**The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness**

PE.8.3.1 Identify the five components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, body composition) and explain the connections between fitness and overall physical and mental health.

PE.8.3.2 Participate in a variety of cardiovascular, muscular strength, muscular endurance, and flexibility activities.

- actively participate in and analyze a variety of self-selected aerobic and strength activities
- participate in a variety of self-selected lifetime recreational individual, dual, and team activities

PE.8.3.3 Use the overload principle (FITT formula) in preparing a personal workout.

- design and implement a warm-up/cool-down regimen (place early in school year)
- employ a variety of appropriate static stretching techniques for all major muscle groups
- describe the importance of proper movement and movement patterns in the prevention of injury
- describe how perceived exertion can be used to adjust workout intensity during physical activity (RPE Scale)
- explain how body systems interact with another (for example: blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity [Connect to Health]

PE.8.3.4 Design and implement a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

- develop a strategy to improve levels of health-related fitness and nutrition
- use available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level

PE.8.3.5 Describe the relationship between poor nutrition and health risk factors. [Connect to Health]

PE.8.3.6 Demonstrate basic movements used in other stress-reducing activities such as yoga and Tai Chi. [Connect to Health]

#### **Standard 4: Responsible Personal and Social Behavior**

**The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment.**

PE.8.4.1 Accept responsibility for improving one's own levels of physical activity and fitness, while supporting the efforts of others.

- provide encouragement and feedback to peers without prompting from the teacher

PE.8.4.2 Cooperate with multiple classmates on problem-solving initiatives, including large-group initiatives and game play.

- exhibit the fundamentals of good sportsmanship
- respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts

PE.8.4.3 Apply rules and etiquette by acting as an official for modified physical activities/games and/or creating routines within a given set of parameters.

PE.8.4.4 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity.

**Standard 5: Value of Physical Activity**

**The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.**

PE.8.5.1 Explain the connection between the five components of health-related fitness and overall physical and mental health. [Connect to Standard 3]

PE.8.5.2 Describe several reasons why regular participation in selected physical activities is enjoyable and desirable (for example: long-term social and physiological benefits).

PE.8.5.3 Develop strategies and take action when faced with an individual challenge.

PE.8.5.4 Demonstrate respect for self by asking for help and helping others in various physical activities. [Connect to Standard 4]