

GRADE EIGHT

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game/sport situations and in a variety of rhythmic and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities. The grade-eight student applies knowledge of major body structures to explain how body systems interact with and respond to physical activity and how structures help the body create movement. Students will explain the relationship between nutrition, activity, and body composition to deepen understanding of energy balance. They will demonstrate socially responsible behavior as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit integrity and fair play to achieve individual and group goals in the physical activity setting. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifelong game/sport activities.

Motor Skill Development

- 8.1 The student will apply and demonstrate movement concepts and skills in small-sided games/sports, rhythmic, dance, lifetime, and recreational activities.
- 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.
 - Create a rhythmic movement or dance sequence to music as an individual or in a group.
 - Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities.
 - Demonstrate and explain the role of balance (center of support, center of gravity, and planes of motion) in a variety of activities.
 - Demonstrate physiological principles of warm-up, cool down, overload, specificity, and progression to improve performance.
 - Demonstrate the use of technology tools to analyze and improve performance.
 - 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.

Anatomical Basis of Movement

- 8.2 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.
- Explain how body systems interact with one another during physical activity.
 - Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements.
 - Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports.
 - 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.
 - 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.
 - Describe the effects of physical activity and exercise on the body, including cardiorespiratory, muscular, and nervous systems.

- 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.

Fitness Planning

- 8.3 The student will apply self-assessment skills and use technology to create and implement a personal fitness plan to improve or maintain personal fitness.
- 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 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.
 - b) Describe how an RPE scale can be used to adjust workout intensity during physical activity.
 - c) Use a variety of resources, including available technology tools and prior fitness data, to evaluate, monitor, and record activities for personal fitness improvement.
 - d) Create and implement an activity plan (that includes warm-up, cool-down and appropriate intensity levels) applying specificity, overload, and progression, and identify safety precautions to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans.
 - e) Describe the body’s physiological responses to warm-ups and cool downs.
 - f) Identify activities that use the anaerobic and aerobic energy systems.
 - g) Demonstrate perseverance in achieving fitness goals.

Social and Emotional Development

- 8.4 The student will describe and apply social and safety skills to achieve individual and group goals in physical activity settings.
- 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).
 - b) Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.
 - 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.
 - d) Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi).
 - e) Apply relationship skills and strategies (e.g., trust, compassion, empathy) that promote team/group dynamics and inclusion.
 - f) Analyze the proper use of equipment and self-management skills in relation to safety in physical activity.
 - g) Analyze and compare social and emotional benefits of participation in various activities.
 - h) Identify opportunities for social interaction through physical activity in the community.
 - i) Develop plans to enhance inclusion and reduce social exclusion/marginalization.

Energy Balance

- 8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.
- a) Describe the relationship between inadequate caloric intake and health risk factors.
 - b) Explain the role of energy balance in weight management and body composition.
 - c) Describe types of body-composition measures.
 - d) Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure.

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