

## 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. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. 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.

### Skilled Movement

- 8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.
- 8.2 The student will perform skills in several game/sport, dance, and recreational activities.
  - a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
  - b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
  - c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

### Movement Principles and Concepts

- 8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.
  - a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
  - b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
  - c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
  - d) Analyze skill patterns of self and partner.
  - e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

### **Personal Fitness**

- 8.4 The student will apply self-assessment skills to improve or maintain personal fitness.
- a) Self-assess level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
  - b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
  - c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
  - d) Demonstrate the ability to calculate resting and target heart rate.
  - e) Monitor heart rate before, during, and after vigorous physical activity.

### **Responsible Behaviors**

- 8.5 The student will work independently and with others in cooperative and competitive physical activity settings.
- a) Exhibit fair play and act responsibly in physical activity settings.
  - b) Identify positive and negative effects of peer influence.
  - c) Exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.

### **Physically Active Lifestyle**

- 8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.
- a) Participate regularly in health-enhancing and personally rewarding physical activities during unscheduled times.
  - b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.