

8th Grade Physical Education

Instructional Focus: This level applies skills to game situations involving rules, strategies, and competition dynamics. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals.

Motor Skills

Standards

SHAPE Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. **AK PE Standard A** Demonstrates competency in motor and movement skills needed to perform a variety of physical activities

Objective

Students will:

- Exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a group.
- Throw with a mature pattern for distance or power appropriate to the activity during small-sided games.
- Catch using an implement in a dynamic environment or modified game play.
- Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level, with competency, in invasion games such as lacrosse or hockey (floor, field, ice).
- Throw a lead pass to a moving partner off a dribble or pass.
- Execute at least 2 of the following to create open space during modified game play; pivots, fakes, jab steps, screens.
- Execute the following offensive skills during small-sided game play: pivot, give and go, and fakes.
- Dribble with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
- Demonstrate foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
- Shoot on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
- Drop-step in the direction of the pass during player-to-player defense.
- Execute consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net and wall games such as badminton, volleyball, or pickle ball.
- Strike with a mature overhand pattern in a modified net or wall game such as volleyball, handball, badminton, or tennis.
- Demonstrate the mature form of forehand and backhand strokes with a short or long handled implement with power and accuracy in net games such a pickle ball, tennis, badminton, or paddleball.
- Transfer weight with correct timing using low to high striking pattern with a long-handled implement on the forehand and backhand sides.
- Demonstrate forehand and backhand volleys with a mature form and control using a short handled implement during a modified game play.
- Demonstrate two-hand volleys with control in a small-sided game.
- Perform consistently (70% or more of time) a mature throwing pattern, with accuracy and control, for target games such as bowling, bocce, or horseshoes.
- Strike, with an implement, a stationary object for accuracy and power in activities such as croquet, shuffleboard and golf.
- Strike a pitched ball with an implement for power to open space in a variety of small-sided games.

Examples

Use a variety of movements appropriate to an activity or game that is introduced.

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| <ul style="list-style-type: none"> • Catch, using an implement, from different trajectories and speeds in dynamic environment or modified game play. • Demonstrate correct technique for basic skills in at least two self-selected outdoor activities and individual performance activities. | |
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Learning Concepts

Standards

SHAPE Standard 2 The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. **AK PE Standard B** Apply movement concepts to the learning and performance of physical activities

Objective

Students will:

- Open and close space during small-sided game play by combining locomotor movements with movement concepts.
- Execute at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go.
- Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- Reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).
- Reduce open space by not allowing the catch(denial) and anticipating the speed of the object and person for the purpose of interception or deflection.
- Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- Create open space in net or wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and /or forward and back.
- Vary placement, force, and timing of return to prevent anticipation by opponent.
- Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.
- Identify sacrifice situations and attempts to advance a teammate.
- Reduce open spaces in the field by working with teammates to maximize coverage.
- Describe and applies mechanical advantage(s) for a variety of movement patterns.
- Implement safe protocols in self-selected outdoor activities.

Examples

Apply concepts learned to games in physical education and extra-curricular activities or sports.

Fitness and Active Lifestyle

Standards

SHAPE Standard 3 The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **AK PE Standard C** Participate regularly in physical activity. **AK PE Standard D** Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness

Objective

Students will:

- Develop a plan to address one of the barriers within one's family, school, or community to maintaining a physically active lifestyle.
- Participate in a physical activity 3 times a week outside of physical education class.
- Participate in a variety of self-selected aerobic activities outside of school such as walking jogging, biking, skating, dancing, and swimming.

Examples

Encourage students to participate in a school or community event.

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| <ul style="list-style-type: none"> • Plan and implement a program of cross-training to include aerobic, strength and endurance, and flexibility training. • Participate in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day. • Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least 5 times per week. • Compare and contrast health-related fitness components. • Use available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. • Employ a variety of appropriate static-stretching techniques for all major muscle groups. • Describe the role of flexibility in injury prevention. • Use the overload principle (FITT formula) in preparing a personal workout. • Design and implement a warm-up/cool-down regimen for a self-selected physical activity. • Define how the RPE Scale can be used to adjust workout intensity during physical activity. • Explain how body systems interact with one another (i.e. blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity. • Design and implement a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment. • Design and implement a program to improve levels of health-related fitness and nutrition. • Describe the relationship between poor nutrition and health risk factors. • Demonstrate basic movements used in other stress-reducing activities, such as yoga and tai chi. | |
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Social/Respect

Standards

SHAPE Standard 4 The physically literate individual exhibits responsible personal and social behavior that respects self and others. **AK PE Standard E** Exhibit personal and social behavior that respects self and others in physical activity settings

Objective

Students will:

- Accept responsibility for improving one’s own levels of physical activity and fitness.
- Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- Provide encouragement and feedback to peers without prompting from the teacher.
- Respond appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- Cooperate with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.
- Apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.

Examples

Demonstrate peaceful conflict resolution strategies.

Value Physical Activity

Standards

SHAPE Standard 5 The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. **AK PE Standard F** Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objective

Students will:

- Identify the 5 components of health related fitness (muscular strength, muscular endurance, flexibility, cardiorespiratory endurance, and body composition) and explains the connections between fitness and overall physical and mental health.
- Analyze the empowering consequences of being physically active.
- Develop a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
- Discuss how enjoyment could be increased in self-selected physical activities.
- Identify and participate in an enjoyable activity that prompts individual self-expression.
- Demonstrate respect for self by asking for help and helping others in various physical activities.

Examples

Students share information on school and community activities that they participate in.