

## GRADE 8: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
<b>1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)</b>	1. Students will demonstrate competence in modified versions of a variety of movement forms.	Demonstrate 5 skills and 2 strategies while participating in 3 of the following: 3 on 3 basketball, volleyball, badminton singles, 4 on 4 soccer, floor hockey, softball, tennis doubles. Demonstrates 5 skills in 3 of the following activities: skating, bowling, badminton, 4 on 4 soccer, softball, tennis doubles, walleyball. The student can perform a variety of folk and square dances.	
	2. Students will demonstrate competence in modified versions of a variety of individual, dual or team activities.	Demonstrate 5 skills in 3 of the following activities: skating, bowling, weight training, a track event, long rope jumping, orienteering Demonstrate 5 skills in 3 of activities such as : skating, bowling weight training, a track event, long jump, orienteering, swimming, or Frisbee golf	
<b>2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)</b>	1. Students will identify critical elements of more advanced movement skills and game strategies.	Observe a volleyball game. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed. Observe a tennis match. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed. Observe a hockey game. Record 2 advanced skills observed and identify the critical elements of each skill. Then identify & describe 2 strategies observed.	
	2. Students will apply more discipline specific knowledge.	Read an article on fitness training. Analyze the training schedule considering skills needed & practice schedule based on what you know about training & conditioning. Plan for and teach a physical skill to a peer. Consider readiness, skill analysis, modeling, practice, etc.. Participate in a physical activity of choice using at least 2 advanced skills and game strategies. Improve motor fitness skills through a training and conditioning program. Accurately assess personal motor fitness in a selected activity. Detect and correct errors in shooting a free throw Describe and perform the characteristics of a successful volleyball pass.	

## GRADE 8: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
<b>3. Participates regularly in physical activity. (Physical Activity)</b>	1. Students will participate daily in some form of health enhancing physical activity.	Record daily participation in physical activity over a 4 week period Participate in physical activity for at least 20 minutes a day, 5 days per week. Record pulse immediately after the activity; then 1 minute after and 5 minutes.	
	2. Students will explore a variety of new physical activities for personal interest in and outside of the physical education class.	Read and summarize articles on 2 different physical activities that you want to know more about. Observe an activity that you have not participated in. Describe the activity: skills, equipment, rules, cost, accessibility, etc. Read and summarize articles on 2 different physical activities.	
	3. Students will describe and document the relationship between a healthy lifestyle and “feeling good” through the use of a fit-folio.	Record participation in physical activity over a 4 week period and also include daily comments on our physical and emotional state before, during and after activity. Compare and contrast your physical and emotional health before and after a 4-week fitness program.	
	4. Students will participate in new and challenging lifelong activities.	Participate in a physical activity that you have not tried previously. Describe your experience and reflect on your experience. Participate in a lifetime activity that challenges you physically, and write a reflection on your experience. Participate in a lifetime activity that challenges you psychologically/emotionally and write a reflection on your experience. Identify an activity available in the community that they might enjoy (curling, disc golf course, and fitness course in the park) and participate in that activity several times. They will write a report of the type of activity, cost of participation, equipment needed and the health related component of fitness the activity addressed.	
<b>4. Achieves and maintains a health-enhancing level of fitness.</b>	1. Students will participate in moderate to vigorous activity in a variety of settings.	Maintain your heart rate in your target heart rate zone while participating in a physical activity in 3 or these venues: school, home, athletic club, park and recreation event, other. Participate in a moderate to vigorous activity 5 times per week for 4 weeks. Record the activity type, duration, frequency and intensity on a log.	

## GRADE 8: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
	2. Students will maintain the basics of the “F.I.T.T.” principles in a variety of activities.	Take and record your pulse rate before, during and after 4 different physical activities, and based on your pulse rate, correlate these readings with the frequency, intensity and type of activities in which you participated.  Participate in 4 different physical activities taking your pulse before, during and after activity. Tell which activity will provide the best workout for you and why.	
	3. Students will assess physiological indicators of exercise during and after physical activity.	Participate in a physical activity for 20 minutes. Explain the physiological responses to this exercise that you experienced. Participate in a physical activity for 20 minutes, take your pulse at the end of the 20 minutes at 1, 2, and 3 minutes later. Describe your fitness level based on your recovery rate.	
	4. Students will meet health related fitness standards as defined by a reliable and valid fitness test.	Assess your fitness level using a nationally normed fitness battery. Work to meet fitness standards as defined by a nationally normed fitness test battery Using results from fall Fitness tests the student will develop a 6 week plan for improving their weakest component	
<b>5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)</b>	1. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.	Accepts a controversial decision by an official. Journal examples of positive and negative behavior you exhibited during an activity and identify the results if each behavior. Create a list of positive and negative actions. For negative actions, suggest a more acceptable action Observe peer participation in physical activity and journal positive and negative behaviors you see. Identify the results of those behaviors. Suggest alternative behaviors and predict their results.	

## GRADE 8: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
	2. Students will work in a group to achieve goals in cooperative and competitive activities.	Participate in a cooperative group activity and list behaviors that contributed to the group and those that did not. Participate in a group competitive activity and list behaviors that exemplified good sportsmanship and those that did not. For those that did not, suggest an alternative. Explain how to tell a teammate that they need to improve their team cooperative skills.	
	3. Students will solve problems by analyzing causes and potential solutions.	Describe a conflict you experienced during activity. Identify the causes and evaluate the solution. Observe peer participation in physical activity; record the conflicts that arise, the reason for the conflict, how it was resolved, and a suggestion for a better resolution.	
	4. Students will identify the influence of peer pressure on physical activity.	Observe peers in physical activity. Describe 3 situations in which participants were influenced by peers. Describe a situation where you were influenced by peer pressure in a negative way and a positive way. Describe your actions and how you felt about the actions. Discuss if they were appropriate or not.	
<b>6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)</b>	1. Students will enjoy participation in physical activities.	Participate in a favorite physical activity. Explain why it is your favorite and explain how you felt during the activity.	
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behaviors.	Compare/contrast a team and an individual activity on the trait of social interaction. List 5-6 socially acceptable behaviors (etiquette) to use during a team activity. List 5-6 socially acceptable behaviors (etiquette) to use during an individual activity. Identify social benefits of physical activity.	

## GRADE 8: PHYSICAL EDUCATION CURRICULUM FRAMEWORKS

Standard	Benchmarks	Activity/Example	Gotta Have It ...
	3. Students will recognize physical activity as a vehicle for self- expression.	Identify an activity that you participate in that allows for self-expression. Describe how this happens and how you feel when you finish the activity. Choose an activity, and create and display a new skill, movement or strategy to use during this activity.	
	4. Students will communicate feelings towards others in a socially acceptable manner.	Describe how you could create a positive experience for yourself and others during physical activity. Explain how you will tell a teammate that (s)he needs to improve his/her skills for the good of the team.	