



**PHYSICAL EDUCATION
GRADE EIGHT**



**Physical Education - Grade 8
36.00900**

COURSE DESCRIPTION: By the end of Grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Course Standard 1

S1.M8 Demonstrates competency in a variety of motor skills and movement patterns.

- S1.M1.8 Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group
- S1.M2.8 Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
- S1.M3.8 Catches using an implement in a dynamic environment or modified play.
- S1.M4.8 Passes and receives with an implement in combination with loco-motor patterns of running and change of direction, speed, and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice).
- S1.M5.8 Throws a lead pass to a moving partner off a dribble or pass
- S1.M6.8 Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
- S1.M7.8 Executes the following offensive skills during small-sided game play: pivot, give & go, and fakes.
- S1.M8.8 Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.
- S1.M9.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
- S1.M10.8 Shoot on goal with a long-handled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse.
- S1.M11.8 Drops-steps in the direction of the pass during player-to-player defense.
- S1.M12.8 Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball.
- S1.M13.8 Strikes with a mature overhand pattern in a modified game for net/wall games such as volleyball, handball, badminton or tennis.
- S1.M14.8 Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton or paddle ball.
- S1.M15.8 Transfers weight with correct timing using glow to high striking pattern with a long-handled implement on the backhand side.
- S1.M16.8 Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.
- S1.M17.8 Two-hand-volleys with control in a small-sided game.
- S1.M18.8 Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocci.
- S1.M19.8 Strikes with an implement a stationary object for accuracy and power in activities such as croquet shuffleboard or golf.
- S1.M20.8 Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
- S1.M21.8 Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.
- S1.M22.8 Demonstrates correct technique for basic skills in at least 2 self-selected outdoor activities.
- S1.M24.8 Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities.

Course Standard 2

S2.M8 Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

- S2.M1.8 Opens and closes space during small-sided game play by combining loco-motor movements with movement concepts.
- S2.M2.8 Executes 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 & go.
- S2.M3.8 Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
- S2.M4.8 Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).
- S2.M5.8 Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
- S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- S2.M7.8 Creates open space in net/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.
- S2.M8.8 Varies placement, force and timing of return to prevent anticipation by opponent.
- S2.M9.8 Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.
- S2.M10.8 Identifies sacrifice situations and attempts to advance a teammate.
- S2.M11.8 Reduces open spaces in the field by working with teammates to maximize coverage.
- S2.M12.8 Describes and applies mechanical advantage(s) for a variety of movement patterns.
- S2.M13.8 Implements safe protocols in self-selected outdoor activities.

Course Standard 3

S3.M8 Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- S3.M1.8 Identifies with 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.
- S3.M2.8 Participates in physical activity 3 times a week outside of physical education class.
- S3.M3.8 Participates in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, biking, skating, dancing and swimming.
- S3.M4.8 Plans and implements a program of cross-training to include aerobic, strength & endurance and flexibility.
- S3.M5.8 Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.
- S3.M6.8 Participates in moderate to vigorous aerobic and/or muscle and bone strengthening physical activity for at least 60 minutes per day at least 5 times a week.
- S3.M7.8 Compares and contrasts health-related fitness components.
- S3.M8.8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.
- S3.M9.8 Employs a variety of appropriate static stretching techniques for all major muscle groups.
- S3.M10.8 Describes the role of flexibility in injury prevention.
- S3.M11.8 Uses the overload principle (FITT formula) in preparing a personal workout.
- S3.M12.8 Designs and implements a warm-up cool-down regimen for a self-selected physical activity.
- S3.M13.8 Defines how the RPE Scale can be used to adjust workout intensity during physical activity.
- S3.M14.8 Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity.

- S3.M15.8 Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.
- S3.M16.8 Designs and implements a program to improve levels of health-related fitness and nutrition.
- S3.M17.8 Describes the relationship between poor nutrition and health risk factors.
- S3.M18.8 Demonstrates basic movements used in other stress-reducing activities such as yoga and tai chi.

Course Standard 4

S4.M8 Exhibits responsible personal and social behavior that respects self and others

- S4.M1.8 Accepts responsibility for improving one's own levels of physical activity and fitness.
- S4.M2.8 Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- S4.M3.8 Provides encouragement and feedback to peers without prompting from the teacher.
- S4.M4.8 Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
- S4.M5.8 Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.
- S4.M6.8 Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters.
- S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.

Course Standard 5

S5.M8 Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- S5.M1.8 Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition) and explains the connections between fitness and overall physical and mental health.
- S5.M2.8 Analyzes the empowering consequences of being physical active.
- S5.M3.8 Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
- S5.M4.8 Discusses how enjoyment could be increased in self-selected physical activities.
- S5.M5.8 Identifies and participates in an enjoyable activity that prompts individual self-expression.
- S5.M6.8 Demonstrates respect for self by asking for help and helping others in various physical activities.

