

## Grade Eight

Eighth-grade students reflect a wide range of individual differences that are inherent to puberty, including height, weight, skill competency, and maturity. Gender differences are becoming more pronounced as males' shoulders grow larger than their hips and as females' hips grow larger than their shoulders. Despite these differences, all students are capable of attaining greater motor achievement and should be encouraged to set realistic personal goals and monitor their own progress.

Eighth-grade students are capable of abstract thinking at this stage of their cognitive development. They can understand and consider several aspects of a problem simultaneously. Skills such as logical thought, deductive reasoning, and systematic planning also emerge during this stage. With these emerging cognitive skills, students successfully engage in modified team sports and learn the complexities of offensive and defensive team strategies. Eighth-grade students also plan alternative activities for their personal fitness plan, so that they are prepared for inclement weather or injury.

Eighth-grade students are searching for their adult identity; their appearance is becoming increasingly important to them. This focus on appearance provides teachers with an opportunity to stress the importance of good health and fitness. Eighth-graders are also able to accept responsibility for their behavior, work cooperatively with a large group, resolve individual and group conflicts, and focus on long-term group goals—all important skills for participating in team activities.

### At a Glance



#### STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

By eighth grade students are competent in locomotor, nonlocomotor, and manipulative skills as well as offensive and defensive strategies and a number of specialized skills. In the eighth grade, students develop these skills further by applying them to team physical activities and by creating fundamental tumbling or gymnastics routines. Development of rhythmic skills also continues as students create and perform square dances.

#### STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the specialized motor skills learned in eighth grade. Learning experiences that address

Standards 1 and 2 simultaneously provide for better use of instructional time and a more thorough understanding of the content for students. For example, Standard 2.2 (“Explain the rotation principles used in performing various manipulative skills”) and Standard 1.5 (“Demonstrate fundamental gymnastic/tumbling skills”) deepen student knowledge when taught together. During the gymnastics/tumbling unit, the teacher explains that an object with a shorter axis of rotation rotates more quickly. The teacher describes and demonstrates both the squat forward roll and pike forward roll, noting that the squat forward roll requires less effort because it uses a shorter axis of rotation. Students are then asked to perform both the squat and pike forward rolls to better understand this concept and to improve their motor skill performance.

By the end of the eighth grade, students have experienced a variety of physical activities. Now they can begin to see the relationships between motor skills and how the learning of one skill can be transferred to help learn a similar skill. In addition, students can identify the characteristics of highly skilled performance and apply that knowledge to improve their skills. They also understand the influence of physical characteristics on selection of developmentally appropriate physical activities (e.g., taller players may have an advantage in basketball). Students in grade eight can diagram, explain, and justify offensive and defensive strategies in team activities and use the strategies to develop and teach a game that utilizes the elements of spin or rebound, penalties, and a scoring system.

#### **STANDARD 3**

**Students assess and maintain a level of physical fitness to improve health and performance.**

Eighth-graders continue to perform moderate to vigorous physical activities a minimum of four days each week for increasing periods of time while making adjustments in their activities based on changes in weather and physical wellness. They also continue to assess their own health-related physical fitness and compare themselves with minimum fitness competencies. Using this information, they refine their goals then plan and implement a two-week personal fitness program. Depending on their progress, students continue to adjust their personal fitness program and refine their goals for the five components of health-related physical fitness.

#### **STANDARD 4**

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For Standard 4, the students refine their fitness plans.

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Eighth-grade students are building upon their seventh-grade experience in creating a personal fitness plan by expanding it from one to two weeks. This experience is preparation for developing fitness plans throughout their lives. Students also identify appropriate substitute physical activities for times when their usual fitness program is disrupted by inclement weather, travel, or minor injury.

Eighth-graders explain different types of conditioning to support different physical activities. They identify safety procedures for, and apply basic principles in, resistance training activities. They are also able to explain how nutrition and participation in physical activity impact weight control, self-concept, and physical performance. This is a crucial time to help students apply their knowledge, so they can use it for the remainder of their lives.

**STANDARD 5**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

By eighth grade students have developed the skills necessary to recognize their need for lifelong physical activity and to accept responsibility for developing and achieving new, realistic personal goals. Group affiliation assumes added importance at this level, with emphasis on team participation, roles of group members, group loyalty, and the identification of ethical and unethical behavior in group activities. Students continue to practice supporting each member of their team and encouraging others to be inclusive of every member of their team and class. Students begin to think of themselves as members of a team and use cooperation to achieve common goals. They learn to identify and apply specific criteria for successful team participation and to lead and follow by sharing leadership positions.

## Grade Eight Physical Education Model Content Standards

### STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

#### *Rhythmic Skills*

- 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music.
- 1.2 Create and perform a square dance.

#### *Combinations of Movement Patterns and Skills*

- 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities.
- 1.5 Demonstrate fundamental gymnastic/tumbling skills.
- 1.6 Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.

### STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

#### *Movement Concepts*

- 2.1 Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- 2.2 Explain the rotation principles used in performing various manipulative skills.
- 2.3 Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.

#### *Combination of Movement Patterns and Skills*

- 2.4 Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.
- 2.6 Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.



### STANDARD 3

**Students assess and maintain a level of physical fitness to improve health and performance.**

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.
- 3.2 Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- 3.3 Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.
- 3.6 Participate safely in moderate to vigorous physical activity when conditions are atypical (weather, travel, injury).

### STANDARD 4

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- 4.1 Develop a two-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each of the five components of health-related physical fitness.
- 4.2 Identify appropriate physical activities that can be performed if one's physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.
- 4.3 Identify ways of increasing physical activity in routine daily activities.
- 4.4 Identify and apply basic principles in weight/resistance training and safety practices.
- 4.5 Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.
- 4.6 Explain the different types of conditioning for different physical activities.

### STANDARD 5

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

#### *Self-Responsibility*

- 5.1 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- 5.2 Organize and work cooperatively with a group to achieve the goals of the group.

- 5.3 Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.

*Social Interaction*

- 5.4 Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.

*Group Dynamics*

- 5.5 Accept the roles of group members within the structure of a game or activity.
- 5.6 Describe leadership roles and responsibilities in the context of team games and activities.
- 5.7 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.