

GRADE 8:

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

The middle school student is expected to demonstrate competence in a few movement forms. As a result of an increased ability to vary skills, students are able to participate successfully in dance activities, outdoor pursuits, and modified versions of team and individual sports. In order to do this, students should demonstrate competence in the basic skills and their application to modified versions of these movement forms.

Benchmark 1-M-1: Participates in modified versions of team and individual sports.

GLE

1-M-1.1 Use basic offensive and defensive strategies in a modified version of a team sport and an individual sport.

Benchmark 1-M-2: Demonstrates the ability to create rhythmic movement pattern.

GLEs

1-M-2.1 Design and teach a dance sequence to music.

1-M-2.2 Demonstrate a basic understanding of square dance steps, positions, and patterns as to create and perform a dance to music.

Benchmark 1-M-3: Demonstrates strategies for net and invasion games.

GLEs

1-M-3.1 Perform hand and foot dribbles while preventing an opponent from stealing the ball.

1-M-3.2 Demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

Middle school students' increasing competence affords them opportunities to develop more advanced knowledge and understanding. This is exemplified through their application of more advanced movement, knowledge of critical elements of advanced movement skills, and the identification of biomechanical principles important to highly skilled performance. Concepts of practice are indicative of the increasing complexity of discipline-specific knowledge that can be identified and applied to movement.

Benchmark 2-M-1: Analyzes and applies basic concepts to improve movement, dance, fitness, game and sports skills being practiced.

GLEs

- 2-M-1.1 Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow.
- 2-M-1.2 Combine skills competently to participate in modified versions of team and individual sports.

Benchmark 2-M-2: Demonstrates how practicing movement skills improves performance.

GLEs

- 2-M-2.1 Exhibit an improved level of manipulative skills while stationary and moving with objects of different shapes, sizes, textures and weights.
- 2-M-2.2 Demonstrate mastery in striking skills while stationary and moving with objects of different shape, size, texture and weight.
- 2-M-2.3 Demonstrate mastery in skills to strike both stationary and moving objects with different body parts.
- 2-M-2.4 Demonstrate mastery in the following patterns of movement related to striking objects with body parts (kicking, punting, dribbling, volleying, serving, etc.).

Benchmark 2-M-3: Analyzes and applies advanced movement and game strategies.

GLEs

- 2-M-3.1 Describe and demonstrate the ability to use offensive and defensive strategies in court, goal and field games related to striking with the body.
- 2-M-3.2 Understand and apply strategies of attacking and defending space in manipulative activities.

Benchmark 2-M-4: Recognizes and applies principles necessary for safe and skilled physical performance.

GLEs

- 2-M-4.1 Make activity choices based on safety for self and others.
- 2-M-4.2 Use equipment safely and properly.
- 2-M-4.3 Select and use proper attire that promotes participation and prevents injury.

Standard 3: Exhibits a physically active lifestyle.

The middle school student should participate in at least one physical activity outside of the school setting on a regular basis. It is the intent of this standard to increase awareness of the opportunities for participation and interest in participating in different kinds of physical activity experiences. Students should be able to independently set physical activity goals and participate in individualized programs of physical activity and exercise based on the results of fitness assessments, personal fitness goals, and interest. Greater and more specific understanding of long-term health benefits and understanding the relationship of health maintenance to the quality of lifelong health is expected.

Benchmark 3-M-1: Identifies opportunities in the school and community for regular participation in physical activity.

GLE

3-M-1.1 Identify, and log, participation in physical activities both during and outside of school for the purpose of improving skills and health.

Benchmark 3-M-2: Explores a variety of physical activities for personal interest in and out of physical education class.

GLE

3-M-2.1 Identify, and log, participation in games, sports, dance, and/or outdoor pursuits, in and outside of school, based on individual interests and/or capabilities.

Benchmark 3-M-3: Establishes and pursues personal physical activity goals through regular physical activity.

GLEs

3-M-3.1 Participate in an individualized physical activity program designed with the help of the teacher.

3-M-3.2 Establish and evaluate short and long-term individual health related fitness goals and make appropriate changes for improvement.

Benchmark 3-M-4: Describes the elements of a healthy lifestyle.

GLEs

3-M-4.1 Identify and describe the five components of health-related fitness (cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

3-M-4.2 Identify and describe the skill-related components of fitness (agility, speed, power, balance, reaction time, coordination).

3-M-4.3 Identify and describe the relationships among physical activity frequency, intensity and time.

3-M-4.4 Select and use appropriate technology tools to evaluate, monitor, and improve physical development.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Students at this level should participate in physical activities that address each component of health-related fitness, including muscular strength and endurance flexibility, body composition, as well as cardiorespiratory endurance. They can assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how they can be utilized in improving physical fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals with little assistance from the teacher.

Benchmark 4-M-1: Participates in and sustains moderate to vigorous physical activity in a variety of settings.

GLEs

4-M-1.1 Explore and participate in a variety of health-related fitness activities in both school and non-school settings.

4-M-1.2 Demonstrate how to sustain an aerobic activity maintaining target heart rate to achieve cardiovascular benefits.

4-M-1.3 Participate in moderate to vigorous physical activity within target heart range for a sustained period of time (20-30 minutes), three or more days per week. Log participation.

Benchmark 4-M-2: Develops individual goals for each of the health-related fitness components.

GLEs

4-M-2.1 Use activity log to set realistic goals for lifetime wellness.

4-M-2.2 Set realistic goals for improving his/her health-related fitness.

4-M-2.3 Develop personal fitness goals independently.

4-M-2.4 Achieve and maintain appropriate individual levels of the health-related components of fitness and uses assessment results as a guide to make changes in their individual fitness program.

Benchmark 4-M-3: Participates in self-assessment for health-related fitness and meets the standards for that particular test for their appropriate age group.

GLE

4-M-3.1 Meet four of six of the health-related fitness standards as defined by Fitnessgram or an equivalent assessment program.

Benchmark 4-M-4: Analyzes and applies basic principles of training to improve health-related fitness.

GLEs

4-M-4.1 Apply the following principles of training: specificity (use of a specific exercise to develop skill in a particular activity; progression (increasing the level of intensity); and overload (increasing the weights used in an exercise in order to build muscle more quickly, rather than increasing the speed of the exercise.

4-M-4.2 Apply basic principles of training to improving physical fitness.

4-M-4.3 Participate in and/or plan an individualized fitness program.

Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

Students are beginning to seek greater independence from adults. They make appropriate decisions to resolve conflicts arising from the powerful influence of peers and to follow pertinent practices, rules and procedures necessary for successful performance. They practice appropriate problem-solving techniques to resolve conflicts when necessary in competitive activities. Students reflect on the benefits of the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

Benchmark 5-M-1: Participates in cooperative activities in both leadership and follower roles.

GLEs

- 5-M-1.1 Positively contribute to team building activities.
- 5-M-1.2 Communicate effectively with group members or teammates.
- 5-M-1.3 Effectively direct others when appropriate.

Benchmark 5-M-2: Utilizes time effectively to complete assigned tasks.

GLEs

- 5-M-2.1 Sustain effort during the entire class period.
- 5-M-2.2 Manage time and complete tasks asked of her/him.
- 5-M-2.3 Participate in tasks from initiation to completion.

Benchmark 5-M-3: Participates in establishing and following rules, procedures and etiquette that are safe and effective for specific activity situations.

GLEs

- 5-M-3.1 Assume responsibility for her/his actions.
- 5-M-3.2 Let others complete tasks in class without interrupting.
- 5-M-3.3 Solve problems in physical activities by analyzing causes and providing potential solutions.

Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.

At the middle school level, the concept of physical activity as a microcosm of modern culture and society is introduced. Students should be able to recognize the role of physical activity in understanding diversity in modern culture. Students continue to include and support each other and respect the limitations and strengths of group members.

Benchmark 6-M-1: Analyzes, describes and participates in simple forms of dances and games of various cultures from around the world.

GLE

6-M-1.1 Analyze and perform in at least one sport, dance, and physical activity popular in a non-North American country.

Benchmark 6-M-2: Recognizes commonalties and differences in people of different genders, cultures, ethnicity, abilities and skill levels, and seeks to learn more about both.

GLEs

6-M-2.1 Demonstrate awareness and identify exclusionary practices across different genders, cultures, ethnicities, abilities, and skill levels.

6-M-2.2 Create an informative project that highlights the historical changes of the involvement of diverse genders, cultures, ethnicities, abilities, and skill levels in dance, sport, and/or physical activities.

Benchmark 6-M-3: Recognizes the role of sport, games and dance in getting to know and understand others of like and different backgrounds.

GLE

6-M-3.1 Through verbal and nonverbal behavior, demonstrate cooperation with peers of different gender, race, and ability in a physical activity setting.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

A primary reason middle school students seek physical activity is for group membership and positive social interaction. Physical activities provide a positive outlet for competition with peers and serve as a means of gaining the respect and recognition of others. Skill expertise is increasingly valued. Physical activity can increase self-confidence and self-esteem as students discover renewed enjoyment of participation. Feelings of independence are beginning to be important as well. Physical activities can provide confidence as students start to take steps toward independence. Challenge is found in both high levels of competition as well as in new or different activities. As students experience a greater awareness of feelings, the avenues of self-expression provided by dance, gymnastics and various sport activities become increasingly more important.

Benchmark 7-M-1: Participates in challenging activities and in activities that require the utilization of newly acquired skills.

GLE

7-M-1.1 Participate in, and log, activities that are personally challenging outside of physical education class.

Benchmark 7-M-2: Identifies the social and emotional benefits of participation in physical activities.

GLEs

7-M-2.1 Brainstorm and record how physical activity can provide enjoyment, opportunities for self-expression and communication.

7-M-2.2 Use peer interaction to positively enhance personal physical activity and safety such as encouraging friends and joining teams.

Benchmark 7-M-3: Demonstrates enjoyment from participation in physical activities.

GLEs

7-M-3.1 Recognize and describe the affective, aesthetic and creative aspects of performance.

7-M-3.2 Demonstrate enjoyment while participating in a self selected activity.