

## Georgia Performance Standards Framework for Physical Education

### EIGHTH GRADE

**PE8.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Description:** Students will demonstrate the ability to use mature forms for the basic skills and tactics in six of the eight categories listed below by the end of grade 8 using activities that have been taught during sixth and seventh grades as well as the activities suggested for eighth grade. The following activities are suggested for eighth grade:

<b>Invasion</b>	<b>Net/ Wall</b>	<b>Field</b>	<b>Target</b>	<b>Dance/ Rhythms</b>	<b>Outdoor</b>	<b>Fitness</b>	<b>Individual</b>
Flag football Team handball Speedball	Volleyball	Softball Cricket	Golf	Hip Hop Contemporary	Canoeing Camping Ropes/Climbing	Weight training Step Aerobics	Track and Field

**a. Performs specialized manipulative skills in an applied setting to include dribbling and passing.**

Examples:

- Dribbles a ball during speedball while preventing an opponent from stealing the ball.
- Performs a bounce pass during a small-sided basketball game to get the ball around an opponent.

**b. Performs movement skills in complex activity settings.**

Examples:

- Places the ball away from opponent during a rally in a net game and returns to ready position.
- Creates a step aerobics routine combining a variety of movement patterns.

**c. Demonstrates use of tactics in small-sided games.**

Examples:

- As an infield softball player, moves in closer when the bases are loaded.
- Chooses the appropriate club for strokes of varied distances during a golf unit.

## Georgia Performance Standards Framework for Physical Education

### **EIGHTH GRADE**

**PE8.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Description:** Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play.

#### **Elements:**

**a. Identifies movement and strategies necessary for skilled physical performance.**

Examples:

- Diagrams expected ball rebound angles for three different shots in racquetball.
- Explains a strategy for advancing a runner in softball.
- Describes the biomechanical reason for stepping in opposition when throwing overhand.

**b. Identifies key critical elements of complex motor skills.**

Examples:

- Explains the critical element necessary to execute a successful cross in soccer.
- Lists three factors that contribute to a slice in a golf swing.

**c. Analyzes an athlete's performance of a sports skill and provide suggestions for improving the performance.**

Examples:

- Observes a team of elite volleyball players during game play and describes the movement skills that enable success in serving, passing, and spiking.
- Identifies errors in the performance of a golf swing and suggests appropriate changes.

**d. Identifies and applies principles of practice and conditioning to enhance performance.**

Examples:

- Describes conditioning concepts that will allow one to play for longer periods of time without fatigue.
- Practices the volleyball forearm pass in a stable or closed environment (e.g. against a wall or with a partner toss).

**Georgia Performance Standards Framework for Physical Education**

**e. Applies appropriate tactics and procedures to various movement forms.**

Examples:

- Explains proper procedure to lead or follow a partner while dancing.
- Designs and performs a pass pattern in flag football.

Georgia Performance Standards Framework for Physical Education

**EIGHTH GRADE**

**PE8.3:** Participates regularly in physical activity.

**Description:** Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.

**Elements:**

**a. Participates daily for 60 minutes in physical activity of their choosing.**

Examples:

- Generates a list of activities that can be done at home which leads to a healthy lifestyle.
- Goes canoeing with friends.

**b. Identifies ways to increase levels of physical activity in daily routines.**

Examples:

- Helps build bike paths/fitness trails assessable to meet the needs of students with special needs.
- Walks the stairs instead of taking the elevator.
- Participates in activity based video games that require movement. (i.e. Wii fit game, Dance Revolution).

## Georgia Performance Standards Framework for Physical Education

### **EIGHTH GRADE**

**PE8.4:** Achieves and maintains a health-enhancing level of physical fitness.

**Description:** Eighth grade students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility, and cardio respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g., threshold, overload, specificity) and how these can be utilized in improving personal 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. They will use this information to develop a plan to improve or maintain muscular strength and endurance.

#### **Elements:**

- a. Interprets results of criterion-referenced fitness assessments and develops a plan for reaching fitness goals.**

Examples:

- Uses dynabands to increase upper body strength.
- Develops a set of exercises using own body weight to increase strength.
- Develops an individualized physical activity program using results from fitness assessments, personal interests, and available resources.

- b. Applies basic principles of training to design and implement a program for maintaining or improving health-related muscular strength.**

Examples:

- Writes and implements a circuit weight training program designed to meet physical fitness goals.
- Applies threshold, overload, and specificity principles to create a plan to improve muscular fitness.

- c. Participates in muscular endurance activities for a sustained period of time.**

Examples:

- Participates continuously in a muscular endurance circuit for 30 minutes.
- Participates in an invasion game or aerobic dance class for 30 continuous minutes.

## Georgia Performance Standards Framework for Physical Education

### **EIGHTH GRADE**

**PE8.5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Description:** Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules, and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.

#### **Elements:**

**a. Demonstrates the ability to resolve conflicts in a physical activity setting.**

Examples:

- Handles conflict with others without confrontation during a disagreement in a volleyball game.
- Officiates games during sport education units.

**b. Assumes leadership roles to facilitate class management.**

Examples:

- Helps prepare activity area for class.
- Suggests ways to improve class safety.

## Georgia Performance Standards Framework for Physical Education

### EIGHTH GRADE

**PE8.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Description:** Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. (They participate in physical activities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills in their applied setting).

#### **Elements:**

**a. Recognizes the role of sport, games, and dance in modern culture.**

Examples:

- Attends an athletic event at a nearby college or university (e.g. basketball, volleyball, gymnastics).
- Demonstrates an understanding of the ways sport and dance influence American culture.

**b. Analyze the relationship between inactivity and obesity and diabetes type II.**

Examples:

- Describe the impact of inactivity and weight gain.
- Describe the relationship between inactivity and the onset of diabetes type II.

**c. Appreciates the aesthetic performance of self and others.**

Examples:

- Uses activity for self expression and writes a reflective essay about the beauty of athletic performance.
- Describes the benefits of a variety of activities.