

GRADE 8

Physical Education Model Content Standards for California Public Schools

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, non-locomotor, 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 non-locomotor 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

- 5.4.1 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.