

## Physical Education Grade 8 Skillful Movement

<b>OUTCOMES</b>		<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>8.2 Muscular System</b> I can apply an understanding of how to positively affect the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings) while clarifying an understanding of the effects of exercise and inactivity on the muscular system (e.g., increased/decreased strength, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone).	<b>The effects of exercise and inactivity on the muscular system.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>identify some</b> effects of exercise <b>AND</b> inactivity on the skeletal system, including an understanding of the principles of overload, specificity <b>OR</b> use/disuse.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify some</b> effects of exercise <b>AND</b> inactivity on the skeletal system, including an understanding of the principles of overload, specificity <b>OR</b> use/disuse.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain the effects of exercise AND inactivity</b> on the skeletal system, including an understanding of the principles of overload, specificity <b>AND</b> use/disuse.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain the effects of exercise AND inactivity</b> on the skeletal system, including an understanding of the principles of overload, specificity <b>AND</b> use/disuse, <b>with details, examples, and statistics.</b></li> </ul>
	<b>How to positively affect the major muscle groups.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can demonstrate <b>a few exercises</b> that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles.</li> <li>• <b>With frequent guidance and reminders</b>, I <b>occasionally</b> fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate <b>a few exercises</b> that will affect the muscular endurance, muscular strength, <b>or</b> flexibility of indicated muscles.</li> <li>• I <b>occasionally</b> fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate <b>several</b> exercises that will affect the muscular endurance, muscular strength, <b>or</b> flexibility of indicated muscles.</li> <li>• I <b>usually</b> fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate a <b>variety of</b> exercises that will affect the muscular endurance, muscular strength, <b>AND</b> flexibility of indicated muscles.</li> <li>• I <b>consistently and independently</b> fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.</li> </ul>
<b>8.3 Skill-related Fitness</b>		• <b>With extensive guidance</b>	• I <b>occasionally</b> fully	• I <b>usually</b> fully engage in	• I <b>consistently and</b>

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<b>I can implement personal plans for improvement of skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) to improve the weaker components and to support enjoyment in personal, social, and competitive movement activities.</b>	<b>and reminders, I occasionally fully</b> engage in opportunities to enhance my own level of skill-related fitness.	engage in opportunities to enhance my own level of skill-related fitness.	opportunities to enhance my own level of skill-related fitness.	<b>independently fully</b> engage in opportunities to enhance my own level of skill-related fitness.
	<ul style="list-style-type: none"> <li>• <b>With extensive support,</b> I can compare my personal abilities in the components of skill-related fitness after collecting data using simple assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare my personal abilities</b> in the components of skill-related fitness after collecting data using simple assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design <b>AND</b> implement a plan to improve <b>ONE</b> skill-related component of fitness I have selected.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design and implement a plan to improve <b>MORE THAN ONE</b> skill-related component of fitness I have selected, and <b>explain my decisions.</b></li> </ul>
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<p><b>8.4</b> <b>Complex Skills</b></p> <p><b>I can utilize, including smooth transitions, complex movement skills that combine locomotor (traveling) skills, non-locomotor (non-traveling) skills, and manipulative (moving objects) skills (e.g., lay-up in basketball, spike in volleyball, hoop dancing, dribbling to a shot in soccer, rhythmical gymnastics movement, gathering a grounder and throwing to a base in softball, stick handling to a shot in floor hockey, ball control while moving in double ball) to enhance personal performance and enjoyment in a variety of movement activities.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can perform a variety of game specific complex skills <b>significantly below a utilization level</b> while practicing <b>OR</b> participating in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a variety of game specific complex skills <b>approaching a utilization level</b> while practicing <b>OR</b> participating in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a variety of game specific complex skills <b>at a utilization level</b> while practicing <b>AND</b> participating in game situations, <b>most of the time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently</b> perform a variety of game specific complex skills <b>at a utilization level</b> while practicing <b>AND</b> participating in game situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can perform <b>some simple</b> combinations of movement skills that reflect smooth transitions between skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform <b>some simple</b> combinations of movement skills that reflect smooth transitions between skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a <b>variety of combinations</b> of movement skills that <b>reflect smooth transitions</b> between skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a variety of <b>complex</b> combinations of movement skills that reflect smooth transitions between skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can demonstrate the ability to perform a skill <b>approaching</b> game appropriate speed.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the ability to perform a skill <b>approaching</b> game appropriate speed.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the ability to repeatedly perform a skill <b>at game appropriate speed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate the ability to repeatedly perform a skill <b>at game appropriate speed, without hesitation.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can <b>occasionally</b> manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>occasionally</b> manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>frequently</b> manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>consistently and independently</b> manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.</li> </ul>

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<b>8.5 Biomechanics</b>  <b>I can explore, apply, and communicate biomechanical concepts and principles related to levers and projectiles as well as Newton’s Laws of Motion as a means to enhance independence in learning motor skills.</b>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can describe <b>OR</b> physically demonstrate <b>at least ONE</b> of Newton’s Three Laws of Motion:                             <ul style="list-style-type: none"> <li>- external force</li> <li>- force, speed, mass</li> <li>- action/reaction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can describe <b>OR</b> physically demonstrate <b>at least ONE</b> of Newton’s Three Laws of Motion:                             <ul style="list-style-type: none"> <li>- external force</li> <li>- force, speed, mass</li> <li>- action/reaction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can describe <b>OR</b> physically demonstrate Newton’s <b>Three Laws</b> of Motion:                             <ul style="list-style-type: none"> <li>- external force</li> <li>- force, speed, mass</li> <li>- action/reaction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can describe <b>AND</b> physically demonstrate Newton’s Three Laws of Motion:                             <ul style="list-style-type: none"> <li>- external force</li> <li>- force, speed, mass</li> <li>- action/reaction.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can match the principles of levers and projectiles with how the body works: the fulcrum of the lever is the joint, the force in the body is produced by the muscles, and the bones are the rigid bars.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>match the principles of levers and projectiles with how the body works</b>: the fulcrum of the lever is the joint, the force in the body is produced by the muscles, and the bones are the rigid bars.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>demonstrate the</b> biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate and <b>explain</b> the biomechanical concepts related to the use of leverage as it relates to striking and how the length of the striking implement affects the amount of force.</li> </ul>
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<p><b>8.6 Concepts, Tactics &amp; Strategies</b></p> <p><b>Design and implement, collaboratively, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:</b></p> <ul style="list-style-type: none"> <li>○ target games)</li> <li>○ striking/fielding games (e.g., long ball, net/wall games</li> <li>○ invasion/territorial games</li> <li>○ low-organizational and inventive games.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can apply <b>some</b> concepts involved in target, striking/fielding, net/wall, and invasion/territorial, low-organizational and inventive games.</li> <li>• <b>With extensive guidance</b>, I can communicate <b>some</b> effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply <b>some</b> concepts involved in target, striking/fielding, net/wall, and invasion/territorial, low-organizational and inventive games.</li> <li>• I can communicate <b>some</b> effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply <b>many</b> concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> <li>• I can communicate <b>many</b> effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply a <b>wide range of</b> concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> <li>• I can <b>consistently and independently</b> communicate a <b>variety of</b> effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, practice</b>, I can explain <b>OR</b> practice performance concepts <b>OR</b> tactical decisions related to target games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain <b>OR</b> practice performance concepts <b>OR</b> tactical decisions related to target games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain <b>AND</b> practice performance concepts and tactical decisions related to target games.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain <b>in detail AND</b> practice <b>diligently</b> performance concepts and tactical decisions related to target games.</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>With extensive guidance</b>, I can work with other students to plan <b>OR</b> implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work with other students to plan <b>OR</b> implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work with other students to plan <b>AND</b> implement the leading of physical experiences to enhance skill, or game tactic and strategic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work <b>effectively</b> with other students to plan <b>in detail AND</b> implement <b>smoothly</b> the leading of physical experiences to enhance skill, or game tactic and strategic concepts.</li> </ul>
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<p><b>8.7 Decision Making</b></p> <p><b>I can analyze my own decisions in specific situations, as well as the decisions of others, while under the pressure of game play, to determine effectiveness and to suggest options for improvement.</b></p>	<ul style="list-style-type: none"> <li>• <b>With extensive guidance, I can identify my own tactical decisions and those of others</b> by observing performance.</li> <li>• <b>With extensive guidance, I can suggest a few simple improvements</b> to the decisions I and others make during gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify my own tactical decisions and those of others</b> by observing performance.</li> <li>• I can <b>suggest a few simple improvements</b> to the decisions I and others make during gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>point out the strengths and weaknesses of my tactical decisions</b> and those of others through observing performance.</li> <li>• I can <b>suggest improvements</b> to the decisions I and others make during gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain the strengths and weaknesses of my tactical decisions</b> and those of others through observing performance.</li> <li>• I can suggest and improvements to the decisions I and others make during gameplay, and <b>justify them.</b></li> </ul>
<p>Comments</p>				