



St. Mel's Catholic School

## Physical Education Guidelines

### Grade Eight

Students at this level are able to focus on a common group or team goal over a long term, working together to solve problems during group activities. The emphasis toward team sports, including defensive and offensive strategies. Students should be encouraged to continue participation in group activities because all aspects of the personal development of eighth graders, both physical and mental, are still evolving.

### Movement Skills and Movement Knowledge

Students should have experienced a wide variety of activities by the end of eighth grade.

They should begin to understand the relationship among sports skills. A comparison of the offensive and defensive techniques used in team sports should be offered to help eighth graders learn the basic principles of strategy. At this stage students learn the principles of rotation. That is, to rotate an object one must apply torque. That the closer the mass is to the axis, the greater the rotary velocity will be. They should also be able to distinguish the health-related fitness components of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

#### *Manipulative*

- Identify and demonstrate square dance steps, positions, and pattern set to music.
- Demonstrate competence in modified versions of a variety of movement forms.
- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain the rotation principles used in performing various manipulative skills.
- Demonstrate basic offensive and defensive skills and strategies in team physical activities.
- Apply loco motor, non loco motor, and manipulative skills to team physical activities.

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

- Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.
- Explain rotation principles used in performing various manipulative skills.
- Identify the characteristics of a highly skilled performance for the purpose of improving one's own performance.
- Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.

#### *Health and Performance*

- Assess the components of health-related physical fitness (muscle strength, muscle



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endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.

- Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.
- Participate in moderate to vigorous physical activity a minimum of four days each week.
- Explain the effects of nutrition and participation in physical activity on weight control, self-concept, and physical performance.

### Self Image

At this level, students should have developed skills needed to reduce stress. Their higher

level of motor achievement provides a basis for establishing new personal goals that they

can realistically attain.

- Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.
- Organize and work cooperatively with a group to achieve the goals of the group.
- Identify and evaluate three preferences for lifelong physical activity and determine one's responsibility for developing skills, acquiring knowledge of concepts, and achieving fitness.
- Become more skilled in a favorite physical activity.
- Identify and evaluate the relationship between a healthy lifestyle and physical, emotional, intellectual, and spiritual, well being as is God's intention for us.

### Social Development

Students at this stage are able to accept responsibility for their behavior and resolve individual and group conflicts. They are mature enough to recognize the differences between ethical and unethical behavior and appreciate the importance of fair play, cooperation, and competition in team games, activities, and sports. Team games and team sports are of great interest and value to eighth graders of both genders because they

help satisfy the students' need to feel a sense of belonging to a group.

Team sports units should include the history, rules, and strategy of each sport. Group affiliation assumes added importance at this level, with the emphasis being placed on team participation, roles of group members, group loyalty, and the identification of ethical and unethical behavior in group activities.

- Identify positive and negative peer influences.
- Recognize in playing team sports that rules are fair and allow for maximum and safe participation.
- Make choices based on the safety of others.
- Accept the roles of group members within the structure of a game or activity.



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- Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.