



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Physical Education



## GRADE 8

### ***Standard 1 - Demonstrate competency in many movement forms and proficiency in a few movement forms.***

*Students demonstrate more mature patterns of basic motor (movement) skills. They apply these basic skills to both unstructured and more highly structured physical activity contexts. They begin to refine these skills and competencies in selected individual and team sports, rhythms, gymnastics, and other activities requiring a higher level of movement competence than has been previously needed.*

- 8.1.1 Demonstrate the ability to develop, combine, and refine fundamental techniques in games and sports; Demonstrate competence in increasingly complex physical activity contexts.  
Example: Participate in several different individual sports such as gymnastics, diving, and golf.
- 8.1.2 Demonstrate the ability to create rhythmic movement patterns.  
Example: Perform movements and routines in activities such as square, folk, modern, ballroom, and aerobic dance.

### ***Standard 2 - Applies movement concepts and principles to the learning and development of motor skills.***

*Students begin to learn and apply concepts that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying discipline-specific knowledge to game situations.*

- 8.2.1 Learn and apply principles necessary for skilled physical performance.  
Example: Draw a racquetball court and diagram expected ball rebound angles for three different situations.
- 8.2.2 Analyze an athlete's performance of a sports skill and can provide suggestions for improving the performance.  
Example: Observe a pole vaulter's unsuccessful attempt at a vault and describe what could be changed to make the vault more successful

### ***Standard 3 - Exhibit a physically active lifestyle.***

*Students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well being both in class and out of class activities.*

- 8.3.1 Choose health enhancing activities for leisure time.



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Example: Participate in a tennis match rather than playing video games.

- 8.3.2 Participate in a variety of activities based upon likes, dislikes, fitness needs, environment and availability of resources.

Example: Participate in interscholastic swimming after school.

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

*Students begin to make their own decisions and develop plans to enhance their own health-related fitness (muscular strength and endurance, flexibility, body composition, and cardiovascular endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.*

- 8.4.1 Participate in a personal health-related (healthy lifestyles) fitness program.  
Example: Identify target heart rate and sustain an aerobic activity for twenty minutes while maintaining target heart rate.
- 8.4.2 Assess own fitness levels and develop a plan for a personal fitness program that will increase all fitness components to a healthy level.

#### **Standard 5 - Demonstrate responsible personal and social behavior in physical activity settings.**

*Students use problem solving skills in choosing to participate in a physical activities. They can describe the consequences of participation in unsafe environments and in the use of unacceptable behavior. They demonstrate an understanding of positive conduct in accordance with rules and policies.*

- 8.5.1 Develop leadership and “followership” skills.  
Example: Volunteer for class leadership opportunities
- 8.5.2 Perform safely and follows class rules of conduct and game rules.  
Example: Play indoor floor hockey with no stick checking (blocking an opponent with the hockey stick).
- 8.5.3 Recognize unsafe situations caused by changing environment, lack of skill, or unsafe equipment.  
Example: Swim only in areas determined to be safe and guarded by a certified lifeguard.
- 8.5.4 Choose activities based upon skill level and individual physical needs.  
Example: Participate in weight training activities to enhance the muscular strength of those muscles needing improvement.



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#### ***Standard 6 - Demonstrate understanding and respect for differences among people in physical activity settings.***

*Students characterize differences in people based on skill level, physical status, social background, ethnicity, and gender. They are able to discuss strengths and weaknesses based on these differences, and how they might effect the individuals participation in physical activity. They begin to display empathy and appreciation for those in less fortunate situations and seek out opportunities to help those in need.*

- 8.6.1 Demonstrate positive attitudes toward self and others through physical activity.  
Example: Win without gloating, loses gracefully.
- 8.6.2 Accept the strengths and weaknesses of those of the opposite gender.  
Example: Participate in coed volleyball intramurals.
- 8.6.3 Join others regardless of personal differences during physical activity.  
Example: Seek out, participate with, and show respect for persons of like and different skill levels.
- 8.6.4 Resolve conflicts and accept decisions or judgements in socially accepted ways.  
Example: Accept and respect the decisions of officials.

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

*Students recognize their own likes, dislikes, strengths and skills and use these to choose physical activities for enjoyment. They seek out opportunities to express feelings through movement and play. They begin to see participation in physical activity as a venue for interaction with those they enjoy being near and for developing relationships with those they do not already know.*

- 8.7.1 Exhibit feelings within the physical activity context.  
Example: Describe ways to use the body and movement activities to communicate ideas and feelings.
- 8.7.2 Engage in the challenge of new activities.  
Example: Research and document opportunities to rock climb in the community and Participate in at least three sessions.
- 8.7.3 Engage in and enjoy independent and interactive physical activity.  
Example: Invite a group of friends to join them on 20 mile cycling trip.