

Minnesota K-12 Academic Standards Physical Education 2018

Grade 8 Standards and Benchmarks

Students in grade eight combine fundamental and specialized skills used in the four game-play categories with emphasis on participating in small-sided games. They continue to apply more offensive and defensive tactics in the four game-play categories. They are able to transition from modified versions of movement forms to more complex applications across all types of activities. Students demonstrate the ability to assume responsibility for guiding their own learning and apply their knowledge and abilities to create a practice plan to improve performance in selected physical activities. They set their own goals, track progress, and participate in activities to improve health-related fitness. They continue to develop responsible personal and social behavior by applying conflict resolution guidelines, using their problem solving skills, using equipment safely and monitoring their own and classmate's behavior.

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

Focus Area 1: Dance and Rhythms

- 8.1.1.1 Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.

Focus Area 2: Games and Sports: Invasion and Fielding and Striking Games

- 8.1.2.1 Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games.
- 8.1.2.2 Catch using an implement during invasion or fielding and striking small-sided games.

Focus Area 3: Games and Sports: Invasion Games

- 8.1.3.1 Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).
- 8.1.3.2 Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.
- 8.1.3.3 Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.
- 8.1.3.4 Dribble with preferred and non-preferred hands using a change of speed and direction in small-sided invasion games.
- 8.1.3.5 Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games.
- 8.1.3.6 Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).
- 8.1.3.7 Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.

Focus Area 4: Games and Sports: Net and Wall Games

- 8.1.4.1 Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.
- 8.1.4.2 Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.
- 8.1.4.3 Demonstrate forehand and backhand strokes using a short- or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.
- 8.1.4.4 Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.
- 8.1.4.5 Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.

Focus Area 5: Games and Sports: Target Games

- 8.1.5.1 Execute consistently an underhand roll or toss with control in a target game. For example: bowling, bocce.
- 8.1.5.2 Strike, using an implement and a stationary object for accuracy and distance in a variety of target games. For example: croquet, shuffleboard, golf.

Focus Area 6: Games and Sports: Fielding and Striking Games

- 8.1.6.1 Strike a pitched ball, using an implement, to open space in a variety of small-sided fielding and striking games.
- 8.1.6.2 Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games.

Focus Area 7: Games and Sports: Outdoor Pursuits

- 8.1.7.1 Demonstrate correct technique for basic skills in at least two outdoor activities.

Focus Area 8: Games and Sports: Individual- Performance

- 8.1.8.1 Demonstrate correct technique for basic skills in at least two individual-performance activities.

Standard 2: Apply knowledge of concepts, principles, strategies and tactics to movement and performance.

Focus Area 1: Games and Sports: Invasion Games

- 8.2.1.1 Execute at least three of the following offensive tactics in invasion game practice tasks to create open space: move to create open space on and off the ball; use a variety of passes, fakes, and pathways; and give and go.
- 8.2.1.2 Reduce open space on defense, in an invasion game practice task, by staying on the goal side of the offensive player and reducing the distance to him/her (third-party perspective).
- 8.2.1.3 Reduces open space, in an invasion game practice task, by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
- 8.2.1.4 Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.

Focus Area 2: Games and Sports: Net and Wall Game

- 8.2.2.1 Create open space in net and wall game practice tasks, with either a long- or short-handled implement, by varying force and direction, and moving an opponent forward and back and from side to side.
- 8.2.2.2 Vary placement, force and timing of a return, in net and wall game practice tasks to prevent anticipation by opponent.

Standard 2: Continued

Focus Area 3: Games and Sports: Target Games

- 8.2.3.1 Vary the speed and trajectory of a shot based on the location of the object in relation to the target in small-sided target games.

Focus Area 4: Games and Sports: Fielding and Striking Games

- 8.2.4.1 Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.
- 8.2.4.2 Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games.

Focus Area 5: Games and Sports: Individual- Performance

- 8.2.5.1 Describe and apply mechanical advantage(s) for a variety of individual-performance activities.

Focus Area 6: Games and Sports: Outdoor Pursuits

- 8.2.6.1 Describe basic and advanced skills and tactics needed for participation in two outdoor activities.

Standard 3: Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of Physical activity and fitness.

Focus Area 1: Physical Activity Knowledge

- 8.3.1.1 Analyze the impact a physically active lifestyle has on physical and mental health.

Focus Area 2: Engages in Physical Activity

- 8.3.2.1 Participate in a variety of self-selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.
- 8.3.2.2 Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least sixty minutes per day at least five days a week.

Focus Area 3: Fitness Knowledge

- 8.3.3.1 Analyze a physical activity by identifying its skill-related components.
- 8.3.3.2 Apply appropriate stretching techniques for all major muscle groups.
- 8.3.3.3 Apply the overload and specificity principles in preparing a personal workout.
- 8.3.3.4 Design a warm-up and cool-down regimen for a self-selected physical activity.
- 8.3.3.5 Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.

- 8.3.3.6 Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.

Focus Area 4: Assessment and program planning

- 8.3.4.1 Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.
- 8.3.4.2 Design and implement a program to improve one's physical activity levels and nutrition.

Focus Area 5: Nutrition

- 8.3.5.1 Describe the relationship between poor nutrition and health risk factors.

Focus Area 6: Stress Management

- 8.3.6.1 Demonstrate several strategies for dealing with stress.

Standard 4: Exhibit responsible personal and social behavior that respects self and others.

Focus Area 1: Personal and Social Responsibility

- 8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.
- 8.4.1.2 Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.

Focus Area 2: Feedback

- 8.4.2.1 Provide encouragement and constructive feedback to peers without prompting from the teacher.

Focus Area 3: Working with others

- 8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.

Focus Area 4: Rules and etiquette

- 8.4.4.1 Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.

Focus Area 5: Safety

- 8.4.5.1 Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.
- 8.4.5.2 Develop safety protocols for two or more outdoor activities.

Standard 5: Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Focus Area 1: Health

- 8.5.1.1 Explain how the over-use of technology impacts health.
- 8.5.1.2 Analyze participation in physical activity and determine the personal impact it has on one's physical, emotional, social and mental health

Focus Area 2: Challenge

- 8.5.2.1 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.

Focus Area 3: Self-expression and enjoyment

- 8.5.3.1 Analyze how enjoyment could be increased in self-selected physical activities.
- 8.5.3.2 Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.

How to read the MN PE Standards Coding: The benchmarks for each standard are designated by four-digit codes. For example, in the code **0.1.3.16**:

- The 0 refers to grade *Kindergarten*;
- The 1 refers to the first standard, *Demonstrates competency in a variety of motor skills and movement patterns*;
- The 3 refers to the third focus area, *Manipulative*;
- The 16 refers to the sixteenth benchmark for focus area three, *Jump a single jump with a self-turned rope*.

Standard	Focus Area	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1 Demonstrates competency in a variety of motor skills and movement patterns.	3 Manipulative	0.1.3.16 Jump a single jump with a self-turned rope.	1.1.3.16 Consecutively jump forward or backward using a self-turned rope.	2.1.3.16 Consecutively jump forward and backward, demonstrating a maturing pattern, jump using a self-turned rope.	3.1.3.16 Perform a variety of jump rope skills with a short rope.	4.1.3.16 Combine jump rope skills to perform a routine using either a short or long rope.	5.1.3.16 Combine jump rope skills to perform a routine using either a long or short rope, with a partner.