



PHYSICAL EDUCATION
EIGHTH GRADE
36.00900

8th Grade Physical Education Instructional Framework and Standards
Eighth Grade Physical Education
36.00900

Course Description: Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics.

The physically educated student has developmentally appropriate grade-level comprehension and application of the concepts and principles of fitness, motor skills, movement patterns, tactics, and strategies which contribute to a physically literate and active lifestyle.

8th Grade

- Georgia Fitness Assessment required per O.C.G.A. § 20-2-777
- Suggested activities
- Teacher is not limited to these examples
- Modify to meet the needs of the district (see note below)
- ***Instruction must include units 1-4 in your lesson planning. If time permits you may include units 5-8.**
- Small-sided games should be emphasized to maximize student engagement and skill development
- Goal is for 50% of physical education class time to be spent in moderate to vigorous physical activity (MVPA)

Fitness	Invasion	Striking/ Fielding	Net/Wall	Target	Outdoor	Dance/ Rhythms	Individual
Georgia Fitness Gram Assessment Program Aerobic dance Bodyweight exercises Pilates Principles of Fitness Step aerobics Walking/Jogging Weight training	Basketball Capture the flag Cricket Flag football Floor hockey Field hockey Lacrosse Rugby Soccer Speedball Team handball Ultimate frisbee Whiffleball	Angleball Bowling Frisbee golf 4 Square Kick Ball	Badminton Handball Paddleball Pickle Ball Tennis Volleyball	Archery Bocce Bowling Cornhole Danish rounders Disc golf Golf Horseshoe Table Tennis	Angling Aquatics Camping Canoeing Climbing Cycling Geocaching Hiking Orienteering Ropes Course	Juggling Jump rope Line dance Lummi sticks Rhythmic fitness Contemporary dance Social dance Square dance Tinikling	Gymnastics Self-Defense Martial Arts Tai Chi Tae Kwon Do Karate Track & Field Tumbling Wrestling

Georgia Standards

Motor Skills and Movement Patterns

PE8.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

- a. Performs specialized manipulative skills in small-sided games.
- b. Performs movement skills in complex activity settings based on situational analysis (e.g., number of outs, players on base, shot selection, time on the clock, and/or playing short one player vs. opponents).
- c. Creates offensive and defensive strategies in small-sided games based on situational play.
- d. Creates rhythm sequences that combine complex movement concepts and skills.

Movement Concepts and Principles

PE8.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Assesses movement and strategies necessary for physical performance in individual activity and team situations (transition from offense to defense and vice versa; offensive and defensive positioning; body position; weight transfer; and communication with teammates).
- b. Explores important concepts in physical activities, such as action-reaction, trajectory, levers and linear velocity.
- c. Describes the impacts of critical elements related to complex motor skills (force, timing, speed, direction, levels, and sequence of motion).
- d. Critiques self or others in the performance of specific motor skill and provides suggestions for improving the performance.
- e. Formulates appropriate decisions based on game conditions (weather, teammates, individual skill levels, game situations and opponent's skill level).

Fitness

PE8.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Investigates ways to increase levels of moderate and vigorous physical activity (MVPA) in daily routines and reduce the barriers within one's environment (home, school, and/or community).
- b. Tracks activity and progress using activity journals, computer software, apps, or other methods to make indicated adjustments.
- c. Participates in the Georgia Fitness Assessment with teacher supervision.
- d. Develops and revises an exercise plan utilizing exercises or activities that will contribute to the improvement of in one or more components of the Georgia Fitness Assessment Program.
- e. Explains the importance of aerobic capacity and strives in the personal fitness plan to achieve a goal of 50% of activity time spent in MVPA.
- f. Uses heart rate to measure Rating of Perceived Exertion (RPE) and to determine intensity.
- g. Demonstrate which strength, toning, and physical activities impact specific muscle groups.

Personal and Social Behavior, Rules, Safety, and Etiquette

PE8.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Exhibits personal responsibility and the ability to resolve conflicts in a physical activity setting.
- b. Assumes leadership roles to facilitate class management (team leaders, officials, or equipment managers).
- c. Adheres to school, class, or activity rules and guidelines established for resolving conflicts.

PE8.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Recognizes the role of physical activity in today's society in the development of positive health aspects, enjoyment, and social interaction.
- b. Analyzes the relationship between inactivity ("sedentary behavior") and obesity on mental and emotional health.
- c. Explores the importance of physical activity in managing social and emotional challenges (anxiety, depression, etc.).
- d. Displays empathy and encouragement to others during physical activity.
- e. Supports student-centered inquiry into all types of physical activity to encourage discovery of activities that allow for self-expression and lifelong enjoyment.