



Physical Education Grade 8 Skillful Movement					
OUTCOMES		1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
8.2 Muscular System 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).	The effects of exercise and inactivity on the muscular system.	<ul style="list-style-type: none"> • With extensive guidance, I can identify some effects of exercise AND inactivity on the skeletal system, including an understanding of the principles of overload, specificity OR use/disuse. 	<ul style="list-style-type: none"> • I can identify some effects of exercise AND inactivity on the skeletal system, including an understanding of the principles of overload, specificity OR use/disuse. 	<ul style="list-style-type: none"> • I can explain the effects of exercise AND inactivity on the skeletal system, including an understanding of the principles of overload, specificity AND use/disuse. 	<ul style="list-style-type: none"> • I can explain the effects of exercise AND inactivity on the skeletal system, including an understanding of the principles of overload, specificity AND use/disuse, with details, examples, and statistics.
	How to positively affect the major muscle groups.	<ul style="list-style-type: none"> • With extensive guidance, I can demonstrate a few exercises that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles. • With frequent guidance and reminders, I occasionally fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles. 	<ul style="list-style-type: none"> • I can demonstrate a few exercises that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles. • I occasionally fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles. 	<ul style="list-style-type: none"> • I can demonstrate several exercises that will affect the muscular endurance, muscular strength, or flexibility of indicated muscles. • I usually fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles. 	<ul style="list-style-type: none"> • I can demonstrate a variety of exercises that will affect the muscular endurance, muscular strength, AND flexibility of indicated muscles. • I consistently and independently fully engage in exercises that will affect the muscular endurance, strength and flexibility of indicated muscles.



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Comments				
8.3 Skill-related Fitness 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.	<ul style="list-style-type: none"> • With extensive guidance and reminders, I occasionally fully engage in opportunities to enhance my own level of skill-related fitness. 	<ul style="list-style-type: none"> • I occasionally fully engage in opportunities to enhance my own level of skill-related fitness. 	<ul style="list-style-type: none"> • I usually fully engage in opportunities to enhance my own level of skill-related fitness. 	<ul style="list-style-type: none"> • I consistently and independently fully engage in opportunities to enhance my own level of skill-related fitness.
	<ul style="list-style-type: none"> • With extensive support, I can compare my personal abilities in the components of skill-related fitness after collecting data using simple assessments. 	<ul style="list-style-type: none"> • I can compare my personal abilities in the components of skill-related fitness after collecting data using simple assessments. 	<ul style="list-style-type: none"> • I can design AND implement a plan to improve ONE skill-related component of fitness I have selected. 	<ul style="list-style-type: none"> • I can design and implement a plan to improve MORE THAN ONE skill-related component of fitness I have selected, and explain my decisions.
Comments				
8.4 Complex Skills I can utilize, including smooth transitions, complex movement skills that combine locomotor	<ul style="list-style-type: none"> • With extensive guidance, I can perform a variety of game specific complex skills significantly below a utilization level while practicing OR 	<ul style="list-style-type: none"> • I can perform a variety of game specific complex skills approaching a utilization level while practicing OR participating in game situations. 	<ul style="list-style-type: none"> • I can perform a variety of game specific complex skills at a utilization level while practicing AND participating in game situations, most of the time. 	<ul style="list-style-type: none"> • I can consistently perform a variety of game specific complex skills at a utilization level while practicing AND participating in game situations.



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(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.	participating in game situations.			
	• With extensive guidance , I can perform some simple combinations of movement skills that reflect smooth transitions between skills.	• I can perform some simple combinations of movement skills that reflect smooth transitions between skills.	• I can perform a variety of combinations of movement skills that reflect smooth transitions between skills.	• I can perform a variety of complex combinations of movement skills that reflect smooth transitions between skills.
	• With extensive guidance , I can demonstrate the ability to perform a skill approaching game appropriate speed.	• I can demonstrate the ability to perform a skill approaching game appropriate speed.	• I can demonstrate the ability to repeatedly perform a skill at game appropriate speed.	• I can demonstrate the ability to repeatedly perform a skill at game appropriate speed, without hesitation.
	• With extensive guidance , I can occasionally manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	• I can occasionally manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	• I can frequently manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.	• I can consistently and independently manipulate objects without losing control while performing locomotor and non-locomotor movements in a rhythmical sequence.
Comments				



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8.5 Biomechanics 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.	<ul style="list-style-type: none"> • With extensive guidance, I can describe OR physically demonstrate at least ONE of Newton's Three Laws of Motion: - external force - force, speed, mass - action/reaction 	<ul style="list-style-type: none"> • I can describe OR physically demonstrate at least ONE of Newton's Three Laws of Motion: - external force - force, speed, mass - action/reaction. 	<ul style="list-style-type: none"> • I can describe OR physically demonstrate Newton's Three Laws of Motion: - external force - force, speed, mass - action/reaction. 	<ul style="list-style-type: none"> • I can describe AND physically demonstrate Newton's Three Laws of Motion: - external force - force, speed, mass - action/reaction.
	<ul style="list-style-type: none"> • With extensive guidance, 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can demonstrate 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. 	<ul style="list-style-type: none"> • I can demonstrate and explain 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.
Comments				



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8.6 Concepts, Tactics & Strategies 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: <ul style="list-style-type: none"> target games) striking/fielding games (e.g., long ball, net/wall games invasion/territorial games low-organizational and inventive games. 	<ul style="list-style-type: none"> With extensive guidance, I can apply some concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can apply some concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can apply many concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can apply a wide range of concepts involved in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.
	<ul style="list-style-type: none"> With extensive guidance, I can communicate some effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can communicate some effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can communicate many effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games. 	<ul style="list-style-type: none"> I can consistently and independently communicate a variety of effective strategies that can be used as a team when participating in target, striking/fielding, net/wall, invasion/territorial, low-organizational and inventive games.
	<ul style="list-style-type: none"> With extensive guidance, practice, I can explain OR practice performance concepts OR tactical decisions related to target games. 	<ul style="list-style-type: none"> I can explain OR practice performance concepts OR tactical decisions related to target games. 	<ul style="list-style-type: none"> I can explain AND practice performance concepts and tactical decisions related to target games. 	<ul style="list-style-type: none"> I can explain in detail AND practice diligently performance concepts and tactical decisions related to target games.



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

