

Florida Physical Education

# Grade 8

Adopted 2013

## Movement Competency

### 1 Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories.

1. Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports. [PE.8.M.1.1](#)
2. Demonstrate critical elements when striking with an object or implement. [PE.8.M.1.2](#)
3. Demonstrate body management for successful participation in a variety of modified games and activities. [PE.8.M.1.3](#)
4. Apply principles of biomechanics necessary for safe and successful performance. [PE.8.M.1.4](#)
5. Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. [PE.8.M.1.5](#)
6. Demonstrate offensive, defensive and transition strategies and tactics. [PE.8.M.1.6](#)
7. Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. [PE.8.M.1.7](#)
8. Apply technology to evaluate, monitor and improve individual motor skills. [PE.8.M.1.8](#)
9. Select and utilize appropriate safety equipment. [PE.8.M.1.9](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports. [PE.8.M.1.IN.A](#)
- b. Demonstrate selected critical elements when striking with an object or implement. [PE.8.M.1.IN.B](#)
- c. Demonstrate body management for successful participation in modified games and activities. [PE.8.M.1.IN.C](#)
- d. Demonstrate principles of bio-mechanics necessary for safe and successful performance in activities. [PE.8.M.1.IN.D](#)
- e. Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking. [PE.8.M.1.IN.E](#)
- f. Demonstrate offensive and defensive strategies and use guided transition strategies. [PE.8.M.1.IN.F](#)
- g. Demonstrate skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels. [PE.8.M.1.IN.G](#)
- h. Apply technology to develop, monitor and improve individual motor skills. [PE.8.M.1.IN.H](#)
- i. Select and utilize basic safety equipment. [PE.8.M.1.IN.I](#)

##### Supported

- b. Use selected critical elements when striking with a modified object or implement. PE.8.M.1.SU.B
- c. Demonstrate body management for successful participation in selected modified games. PE.8.M.1.SU.C
- d. Demonstrate at least one principle of bio-mechanics necessary for safe and successful performance in a variety of activities. PE.8.M.1.SU.D
- e. Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. PE.8.M.1.SU.E
- f. Demonstrate modified offensive and defensive strategies and use guided transition strategies. PE.8.M.1.SU.F
- g. Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels. PE.8.M.1.SU.G
- h. Apply technology to monitor and improve individual motor skills. PE.8.M.1.SU.H
- i. Utilize basic safety equipment. PE.8.M.1.SU.I

#### Participatory

- a. Perform movement skills for a variety of modified individual/dual or extreme/alternative sports. PE.8.M.1.PA.A
  - b. Perform a striking movement with a modified object or implement. PE.8.M.1.PA.B
  - c. Demonstrate body management for successful participation in a selected modified game or activity. PE.8.M.1.PA.C
  - d. Demonstrate safe and successful movements in activities. PE.8.M.1.PA.D
  - e. Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking. PE.8.M.1.PA.E
  - f. Perform modified offensive and defensive movements and guided transition strategies. PE.8.M.1.PA.F
  - g. Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels. PE.8.M.1.PA.G
  - h. Apply technology to improve individual movement skills. PE.8.M.1.PA.H
  - i. Utilize selected safety equipment. PE.8.M.1.PA.I
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## Cognitive Abilities

### **2 Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.**

1. Identify basic rules for individual/dual sports. [PE.8.C.2.1](#)
2. Identify basic rules for alternative/extreme sports activities. [PE.8.C.2.2](#)
3. Explain basic offensive and defensive strategies in individual/dual sports. [PE.8.C.2.3](#)
4. Explain basic offensive and defensive strategies in alternative/extreme sports activities. [PE.8.C.2.4](#)
5. Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors. [PE.8.C.2.5](#)
6. Identify the critical elements for successful performance in a variety of sport skills or physical activities. [PE.8.C.2.6](#)
7. List specific safety procedures and equipment necessary for a variety of sport skills and physical activities. [PE.8.C.2.7](#)
8. Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities. [PE.8.C.2.8](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. [PE.8.C.2.IN.A](#)
- b. Recognize basic rules for alternative/extreme sports activities. [PE.8.C.2.IN.B](#)
- c. Describe basic offensive and defensive strategies in individual/dual sports. [PE.8.C.2.IN.C](#)
- d. Identify basic offensive and defensive strategies in alternative/extreme sports activities. [PE.8.C.2.IN.D](#)
- e. Provide feedback on skill patterns of self or partner to detect and correct mechanical errors. [PE.8.C.2.IN.E](#)
- f. Recognize the critical elements for successful performance in a variety of sport skills or physical activities. [PE.8.C.2.IN.F](#)
- g. Identify specific safety procedures and equipment necessary for a variety of sports and physical activities. [PE.8.C.2.IN.G](#)
- h. Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding. [PE.8.C.2.IN.H](#)

##### Supported

- a. Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score. [PE.8.C.2.SU.A](#)
- b. Recognize basic safety measures for alternative/extreme sports activities. [PE.8.C.2.SU.B](#)

- c. Identify basic offensive and defensive strategies in individual/dual sports. PE.8.C.2.SU.C
- d. Recognize basic offensive and defensive strategies in alternative/extreme sports activities. PE.8.C.2.SU.D
- e. Use feedback on skill patterns of both self and partner to correct mechanical errors. PE.8.C.2.SU.E
- f. Recognize selected critical elements for successful performance in a variety of sport skills or physical activities. PE.8.C.2.SU.F
- g. Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities. PE.8.C.2.SU.G
- h. Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding. PE.8.C.2.SU.H

#### Participatory

- a. Recognize a basic rule for selected individual/dual sports. PE.8.C.2.PA.A
  - b. Recognize a basic safety measure for alternative/extreme sports activities. PE.8.C.2.PA.B
  - c. Recognize basic offensive and defensive tactics in modified individual/dual sports. PE.8.C.2.PA.C
  - d. Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity. PE.8.C.2.PA.D
  - e. Use feedback on skill patterns of self to correct mechanical errors. PE.8.C.2.PA.E
  - f. Associate selected critical elements with successful performance of a sport skill and physical activity. PE.8.C.2.PA.F
  - g. Recognize a specific safety procedure and equipment necessary for a sport or physical activity. PE.8.C.2.PA.G
  - h. Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding. PE.8.C.2.PA.H
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## Lifetime Fitness

### 3 Participate regularly in physical activity.

1. Participate in moderate physical activity on a daily basis. [PE.8.L.3.1](#)
2. Participate in vigorous physical activity on a daily basis. [PE.8.L.3.2](#)
3. Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness. [PE.8.L.3.3](#)
4. Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports. [PE.8.L.3.4](#)
5. Identify the community opportunities for participation in individual/dual and alternative/extreme sports. [PE.8.L.3.5](#)
6. Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management. [PE.8.L.3.6](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Participate in a selected moderate physical activity on a daily basis. [PE.8.L.3.IN.A](#)
- b. Participate in a healthy level of physical activity on a daily basis. [PE.8.L.3.IN.B](#)
- c. Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. [PE.8.L.3.IN.C](#)
- d. Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports. [PE.8.L.3.IN.D](#)
- e. Recognize community opportunities for participation in individual/dual or alternative/extreme sports. [PE.8.L.3.IN.E](#)
- f. Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management. [PE.8.L.3.IN.F](#)

##### Supported

- a. Participate in moderate modified physical activity on a daily basis. [PE.8.L.3.SU.A](#)
- b. Participate in a healthy level of modified physical activity on a daily basis. [PE.8.L.3.SU.B](#)
- c. Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardio-respiratory endurance, physical conditioning, flexibility and body composition. [PE.8.L.3.SU.C](#)
- d. Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports. [PE.8.L.3.SU.D](#)
- e. Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports. [PE.8.L.3.SU.E](#)

- f. Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management. PE.8.L.3.SU.F

#### Participatory

- a. Participate in modified physical activity on a daily basis. PE.8.L.3.PA.A
- b. Participate in healthy level of guided physical activity on a daily basis. PE.8.L.3.PA.B
- c. Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition. PE.8.L.3.PA.C
- d. Recognize a school opportunity for participation in individual/dual or alternative/extreme sports. PE.8.L.3.PA.D
- e. Recognize a selected community opportunity for participation in individual/dual or alternative/extreme sports. PE.8.L.3.PA.E
- f. Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management. PE.8.L.3.PA.F

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#### **4 Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of fitness.**

1. Create, implement and assess a personal fitness program in collaboration with a teacher. **PE.8.L.4.1**
2. Develop goals and strategies for a personal physical fitness program. **PE.8.L.4.2**
3. Use available technology to assess, design and evaluate a personal physical fitness program. **PE.8.L.4.3**
4. Develop a personal fitness program including a variety of physical activities. **PE.8.L.4.4**
5. Identify health-related problems associated with low levels of cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. **PE.8.L.4.5**
6. Define training principles appropriate for enhancing cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. **PE.8.L.4.6**

##### Access Point for Students with Significant Cognitive Disabilities

###### Independent

- a. Create and implement a personal fitness program in collaboration with a teacher. **PE.8.L.4.IN.A**
- b. Select goals and identify strategies for a personal physical-activity plan. **PE.8.L.4.IN.B**
- c. Use a variety of resources, including available technology, to design and assess their personal physical-activity plan. **PE.8.L.4.IN.C**
- d. Identify a variety of physical activities in developing a personal fitness program. **PE.8.L.4.IN.D**
- e. Recognize health-related problems associated with low levels of cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition. **PE.8.L.4.IN.E**
- f. Identify the training principles, such as overload and specificity, appropriate for enhancing cardio-respiratory endurance, muscular strength and endurance and flexibility. **PE.8.L.4.IN.F**

###### Supported

- a. Create a personal fitness program in collaboration with a teacher. **PE.8.L.4.SU.A**
- b. Select goals and recognize strategies for a personal physical-activity plan. **PE.8.L.4.SU.B**
- c. Use a variety of resources, including available technology, to assess a personal activity plan. **PE.8.L.4.SU.C**
- d. Identify a variety of selected physical activities in developing a personal fitness program. **PE.8.L.4.SU.D**

- e. Recognize health-related problems associated with low levels of cardio-respiratory endurance, and muscular strength and endurance. PE.8.L.4.SU.E
- f. Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardio-respiratory endurance, muscular strength and endurance and flexibility. PE.8.L.4.SU.F

#### Participatory

- a. Actively participate in a personal fitness program in collaboration with a teacher. PE.8.L.4.PA.A
  - b. Select a goal for a personal physical-activity plan. PE.8.L.4.PA.B
  - c. Use resources, including available technology, to recognize the effect of a personal activity plan. PE.8.L.4.PA.C
  - d. Recognize a variety of physical activities in developing a personal fitness program. PE.8.L.4.PA.D
  - e. Recognize a health-related problem associated with low levels of physical activity. PE.8.L.4.PA.E
  - f. Associate selected training principles, such as overload and specificity, with enhancing cardio-respiratory endurance, muscular strength and endurance and flexibility. PE.8.L.4.PA.F
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## Responsible Behaviors and Values

### 5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

1. List ways to act independently of peer pressure during physical activities. [PE.8.R.5.1](#)
2. Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. [PE.8.R.5.2](#)
3. Demonstrate sportsmanship during game situations. [PE.8.R.5.3](#)
4. Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities. [PE.8.R.5.4](#)
5. Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. [PE.8.R.5.5](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Identify ways to act independently of peer pressure in selected physical activities. [PE.8.R.5.IN.A](#)
- b. Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. [PE.8.R.5.IN.B](#)
- c. Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat. [PE.8.R.5.IN.C](#)
- d. Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities. [PE.8.R.5.IN.D](#)
- e. Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. [PE.8.R.5.IN.E](#)

##### Supported

- a. Recognize ways to act independently of peer pressure in a selected physical activity. [PE.8.R.5.SU.A](#)
- b. Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. [PE.8.R.5.SU.B](#)
- c. Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat. [PE.8.R.5.SU.C](#)
- d. Use appropriate personal and ethical behaviors while participating in a variety of physical activities. [PE.8.R.5.SU.D](#)
- e. Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities. [PE.8.R.5.SU.E](#)

##### Participatory

- a. Recognize appropriate behavior choices for selected situations in school. [PE.8.R.5.PA.A](#)

- b. Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities. [PE.8.R.5.PA.B](#)
- c. Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials. [PE.8.R.5.PA.C](#)
- d. Use appropriate personal behaviors while participating in a variety of physical activities. [PE.8.R.5.PA.D](#)
- e. Use appropriate etiquette and safe behaviors while participating in a variety of physical activities. [PE.8.R.5.PA.E](#)

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**6 Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

1. Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. **PE.8.R.6.1**
2. Describe the potential benefits of participation in a variety of physical activities. **PE.8.R.6.2**
3. Compare and contrast games, sports and/or physical activities from other cultures. **PE.8.R.6.3**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. **PE.8.R.6.IN.A**
- b. Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. **PE.8.R.6.IN.B**
- c. Identify similarities in games, sports or physical activities according to cultures. **PE.8.R.6.IN.C**

Supported

- a. Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. **PE.8.R.6.SU.A**
- b. Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits. **PE.8.R.6.SU.B**
- c. Recognize similarities in games, sports or physical activities from other cultures. **PE.8.R.6.SU.C**

Participatory

- a. Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle. **PE.8.R.6.PA.A**
- b. Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits. **PE.8.R.6.PA.B**
- c. Recognize a game, sport or physical activity that is the same in another other culture. **PE.8.R.6.PA.C**