

# Grade 8

Adopted 2007

## Efficiency of Human Movement and Performance

### 1. Personal Fitness and Healthy Active Living

#### A. Health-Related and Skill-Related Fitness

- a. Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total fitness.

#### B. Wellness

- a. Describe the cause/effect of nutrition and exercise in maintaining a healthy weight (calories in = calories out).
- b. Identify a variety of specific activities designed to reduce and manage stress (e.g., aerobics, Pilates, deep breathing, muscle relaxation).

#### C. Fitness Principles

- a. Identify exercise principles of overload, progression, and specificity and how they relate to exercise.

#### D. Body Systems

- a. Explain the effects of a sedentary lifestyle on the circulatory, respiratory, muscular, and skeletal systems.

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### 2. Responsible Personal and Social Behavior in the Physical Activity Setting

#### A. Personal/Social Responsibilities

- a. Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting (e.g., checklist of conflict resolution skills).

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### 3. Injury Prevention, Treatment and Rehabilitation

#### A. Prevention

- a. Investigate the safe and unsafe practices of using fitness equipment (e.g., weight room, fitness balls, step aerobics).

#### B. Treatment

- a. Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE - Rest, Ice, Compression, Elevation).
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## Physical Activity and Lifetime Wellness

### 2. Sport Skills and Lifetime Activities

- A. Skill Techniques
    - a. Analyze selected skills and correct errors to improve skill technique.
  - B. Individual, Dual and Team Sports
    - a. Explain sport history.
    - b. Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports.
    - c. Analyze play of their opponent and apply defensive and offensive techniques.
  - C. Outdoor Pursuits/Recreational Activities
    - a. Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities.
  - D. Specialized Activities
    - a. Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics).
    - b. Apply skill techniques, scoring and safety practices in a modified activity setting.
  - E. Careers
    - a. Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities.
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### 3. Rhythms and Dance

- B. Creative/Interpretive
  - a. Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy).
- D. Forms of Dance
  - a. Analyze differences and similarities in dances from various cultures.