

Grade 8 Physical Education

Fitness

Am I fit and healthy? How do I stay fit and healthy? How do I improve my fitness and health?

Health-related fitness incorporates the areas of cardiovascular fitness, flexibility, muscular strength, muscular endurance, nutrition, and other health related topics. In the eighth grade we teach a specific fitness unit, as well as integrating these fitness concepts into all our units during warm-ups, cool-downs, skill practice, and game play/performances. Students must develop lifelong habits of activity that insure daily moderate and vigorous exercise. Technology (heart rate monitors and pedometers) is used as a tool to improve fitness.

- Applies the target heart rate to all cardiovascular activities. Student will be given the age appropriate range of heart rate.
- Uses heart rate monitors as tool to assess fitness levels and intensity of exercise.
- Uses dynamic warm-ups to get the body ready for physical activity.
- Demonstrates the ability to develop a basic resistance-training plan incorporating weight-training logs.
- Uses sound hydration principles during exercise.
- Participates in the CT Physical Fitness Assessment and relates their performance to personal fitness.
- Sets a SMART fitness goal based upon their performance on the CT Physical Fitness Assessment.
- Designs and implements a plan to improve their fitness level.
- Explains the benefits of eating smaller meals throughout the day, rather than larger portions less often
- Understands the dangers of using steroids and other performance enhancing drugs.

Adventure Education

What do good leaders do? What makes an effective team?

Adventure education offers a series of opportunities to promote positive relationships and productive teamwork. As the students experiment, plan, and strategize together, they learn to listen, trust, and communicate. There are three components of adventure education: cooperative games, low challenge elements, and high challenge elements.

- **Cooperative games**: noncompetitive and experiential opportunities, which encourage participants to communicate, listen, trust, and strategize with each other.
- **Low challenge elements**: physical problem solving tasks are located near the ground. To solve each task, groups of students must work together as a team; building off the communication skills, strategies, and trust they developed during the cooperative games.
- **High challenge elements**: physical elements are set from eight to fifty feet off the ground. These “challenge by choice” tasks require group support and challenge one’s own personal commitment.
 - Discusses the qualities of an effective leader.
 - Demonstrates leadership and followship during group physical activities.
 - Demonstrates effective communication skills when working on a group task.
 - Demonstrates effective problem solving skills when working on a group task.

The steps to problem solving include planning, brainstorming, and strategizing before beginning task; trying a solution using effective communication skills; adjusting and refining the plan if not successful; accomplishing the task; and analyzing process upon completion.

Individual, dual, and team sports

What do I need to do to be an effective player? What makes a successful team?

During the middle school years students refine the basic motor skills and movement patterns into more specific sports related skills and strategies. Hand-in-hand with the skills and strategy development is the achievement of self-initiated behaviors that promote success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. In keeping with these standards, the sport offerings give students a chance not only to learn and practice skills in isolation, but also opportunities to use them in actual gamelike situations using basic strategies.

Eighth graders may participate in the following sports:

Invasion sports (basketball, field hockey flag football, lacrosse, soccer, team handball, ultimate Frisbee): strategies include right shot/right time; lead passing, pivoting, cutting, receiving, defensive positioning

Badminton: serve, overhead clear, drop shot, smash, strategies (i.e. shot choice, use of open space), rules, doubles and single play, court etiquette

Volleyball: skill review-set pass, bump (forearm pass), underhand serve; more advanced skills and strategies (i.e. overhand serve, skill combinations, ready position, use of space, covering); communication skills; rotation; rules of the game.

Creative Dance

What does this creative dance express? How can I make this creative dance better?

Dance is an essential part of a comprehensive physical education program. Dance provides a balance between functional and expressive purposes of movement. In eighth grade we focus on creative dance. The Laban movement framework and the artistic creative process (create, perform, respond, revise, and perform) forms a basis for this unit.

- Performs combinations of dance steps with smooth transitions. Laban's framework of movement will provide the foundation.
- Performs movements with an emphasis using the whole space (stage) in a variety of ways.
- Performs movement combinations/phrases using directionality.
- Works cooperatively as individuals, with partners, and in small groups.
- Performs dance steps and patterns to a variety of inspirations (silence, sounds, poems, stories, art work, beat patterns, music).
- Practices literal movement, abstract, and narrative movements.
- Creates a dance to an inspiration (student choice) using the artistic creative process.
- Gives effective feedback to help peers improve performance.