

<p>Dance and Rhythms 8.1.1.1</p> <p>Demonstrate a movement sequence using correct rhythm and timing as an individual or in a group.</p>	<p>Invasion Games 8.1.3.2</p> <p>Throw a lead pass to a moving partner off a dribble or pass in small-sided invasion games.</p>
<p>Invasion and Fielding & Striking Games 8.1.2.1</p> <p>Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games.</p>	<p>Invasion Games 8.1.3.3</p> <p>Execute at least two of the following skills to create open space during small-sided invasion games: pivots, fakes, jab step, give and go, and screens.</p>
<p>Invasion and Fielding & Striking Games 8.1.2.2</p> <p>Catch using an implement during invasion or fielding and striking small-sided games.</p>	<p>Invasion Games 8.1.3.4</p> <p>Dribble with preferred and non-preferred hands using a change of speed and direction in small-sided invasion games.</p>
<p>Invasion Games 8.1.3.1</p> <p>Pass and receive with competency using an implement in combination with locomotor patterns of running and change of direction and speed in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).</p>	<p>Invasion Games 8.1.3.5</p> <p>Foot-dribble or dribble using an implement with control, changing speed and direction in small-sided invasion games.</p>

<p>Invasion Games 8.1.3.6</p> <p>Shoot on goal for accuracy, using a long-handled implement, in small-sided invasion games. For example: floor hockey, field hockey, ice hockey, lacrosse (traditional or American).</p>	<p>Net & Wall Games 8.1.4.3</p> <p>Demonstrate forehand and backhand strokes using a short- or long-handled implement for accuracy in small-sided net and wall games. For example: pickleball, tennis, badminton, paddleball.</p>
<p>Invasion Games 8.1.3.7</p> <p>Drop-step in the direction of the pass during player-to-player defense in small-sided invasion games.</p>	<p>Net & Wall Games 8.1.4.4</p> <p>Forehand and backhand volley, with control, using a short-handled implement during small-sided net and wall games.</p>
<p>Net & Wall Games 8.1.4.1</p> <p>Execute a legal underhand serve for distance and accuracy in net and wall games. For example: badminton, pickleball, volleyball.</p>	<p>Net & Wall Games 8.1.4.5</p> <p>Two-hand-volley (underhand and overhand) with control in a variety of small-sided net and wall games.</p>
<p>Net & Wall Games 8.1.4.2</p> <p>Strike consistently using an overhand pattern for accuracy in small-sided net and wall games. For example: badminton, handball, tennis.</p>	<p>Target Games 8.1.5.1</p> <p>Execute consistently an underhand roll or toss with control in a target game. For example: bowling, bocce.</p>
<p>Target Games 8.1.5.2</p> <p>Strike, using an implement and a stationary object for accuracy and distance in a variety of target games. For example: croquet, shuffleboard, golf.</p>	<p>Individual Performance 8.1.8.1</p> <p>Demonstrate correct technique for basic skills in at least two individual-performance activities.</p>

<p>Fielding & Striking Games 8.1.6.1</p> <p>Strike a pitched ball, using an implement, to open space in a variety of small-sided fielding and striking games.</p>	
<p>Fielding & Striking Games 8.1.6.2</p> <p>Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games.</p>	
<p>Outdoor Pursuits 8.1.7.1</p> <p>Demonstrate correct technique for basic skills in at least two outdoor activities.</p>	

<p>Invasion Games 8.2.1.4</p> <p>Transition from offense to defense, or defense to offense, in an invasion game practice task, by recovering quickly, communicating with teammates and capitalizing on the advantage.</p>	<p>Fielding & Striking Games 8.2.4.1</p> <p>Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games.</p>
<p>Fielding & Striking Games 8.2.4.2</p> <p>Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games.</p>	
<p>Individual Performance 8.2.5.1</p> <p>Describe and apply mechanical advantage(s) for a variety of individual-performance activities.</p>	
<p>Outdoor Pursuits 8.2.6.1</p> <p>Describe basic and advanced skills and tactics needed for participation in two outdoor activities.</p>	

Physical Activity Knowledge	8.3.1.1	Fitness Knowledge	8.3.3.2
Analyze the impact a physically active lifestyle has on physical and mental health.		Apply appropriate stretching techniques for all major muscle groups.	
Engages in Physical Activity	8.3.2.1	Fitness Knowledge	8.3.3.3
Participate in a variety of self-selected aerobic-fitness activities using technology. For example: walking, jogging, biking, skating, dancing and swimming.		Apply the overload and specificity principles in preparing a personal workout.	
Engages in Physical Activity	8.3.2.2	Fitness Knowledge	8.3.3.4
Participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least sixty minutes per day at least five days a week.		Design and implement a warm-up and cool down regimen for a self-selected physical activity.	
Fitness Knowledge	8.3.3.1	Fitness Knowledge	8.3.3.5
Analyze a physical activity by identifying its skill-related components.		Predict and modify activities which influence the target heart rate to meet desired goal and outcomes.	

<p>Fitness Knowledge 8.3.3.6</p> <p>Explain how body systems interact with one another during physical activity. For example: blood transports nutrients from the digestive system and oxygen from the respiratory system during physical activity.</p>	<p>Stress Management 8.3.6.1</p> <p>Demonstrate several strategies for dealing with stress.</p>
<p>Assessment & Program Planning 8.3.4.1</p> <p>Use SMART goals, based on the results of a health-related fitness assessment, to design, implement, and modify a maintenance or remediation program for three health-related fitness areas. For example: SMART goals are specific and strategic, measurable, attainable, results-based and time-based.</p>	<p>Nutrition 8.3.5.1</p> <p>Describe the relationship between poor nutrition and health risk factors.</p>
<p>Assessment & Program Planning 8.3.4.2</p> <p>Design and implement a program to improve one's physical activity levels and nutrition.</p>	

<p>Personal and Social Responsibility 8.4.1.1</p> <p>Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity.</p>	<p>Rules and Etiquette 8.4.4.1</p> <p>Monitor behaviors of self and others aligned to the rules and etiquette of physical activities.</p>
<p>Personal and Social Responsibility 8.4.1.2</p> <p>Use effective self-monitoring skills to incorporate opportunities for physical activity in and outside of class.</p>	<p>Safety 8.4.5.1</p> <p>Independently use physical activity and fitness equipment appropriately, and identify specific safety concerns associated with the activity. For example: weight room equipment, cardiorespiratory equipment, sport equipment, fitness apps.</p>
<p>Feedback 8.4.2.1</p> <p>Provide encouragement and constructive feedback to peers without prompting from the teacher.</p>	<p>Safety 8.4.5.2</p> <p>Develop safety protocols for two or more outdoor activities.</p>
<p>Working with others 8.4.3.1</p> <p>Cooperate and problem-solve with classmates in large-group initiatives or game play.</p>	

<p>Health 8.5.1.1</p> <p>Explain how the over-use of technology impacts health.</p>	<p>Self-expression and enjoyment 8.5.3.2</p> <p>Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment.</p>
<p>Health 8.5.1.2</p> <p>Analyze participation in physical activity and determine the personal impact it has on one's physical, emotional, social and mental health.</p>	
<p>Challenge 8.5.2.1</p> <p>Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.</p>	
<p>Self-expression and enjoyment 8.5.3.1</p> <p>Analyze how enjoyment could be increased in self-selected physical activities.</p>	