

# **ROBERTSON COUNTY SCHOOLS**

## **PHYSICAL EDUCATION**

### **MASTERY GUIDE**

#### **EIGHTH GRADE**

##### **FIRST NINE WEEKS**

- Select and use skills appropriately in planned and unplanned game situations.
- Practice in ways appropriate for helping learn new skills or sports on his/her own.
- Demonstrate movement concepts and principles in planned and unplanned movement situations.
- Independently solve problems, in physical activity, by analyzing causes and potential solutions.
- Respect the physical and performance limitations of self and others in cooperative as well as competitive settings.

##### **SECOND NINE WEEKS**

- Observe a gymnastic/dance performance, analyze, and give oral and written feedback to peers concerning skills and concepts used in the performance.
- Willingly join others of diverse culture, ethnicity, and race for physical activity outside of physical education class.
- Analyze potential consequences when confronted with a behavior choice.
- Model appropriate personal and social behavior in physical activity.

##### **THIRD NINE WEEKS**

- Complete a student project which correctly identifies a personal fitness goal that needs improvement, chart/record improvement, and meet this goal at the end of a specific period of time (e.g. month, nine weeks, semester, year).
- Interpret the results of information generated by formal measures of physical fitness (health related fitness and skill related fitness).
- Exceed age appropriate physical fitness criterion as prescribed by an accepted health related fitness test.
- Model the joy of effort associated with being physically fit.

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##### **FOURTH NINE WEEKS**

- Explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness).
- Engage in family oriented physical activities associated with positive lifestyle changes.
- Engage in a variety of movement forms outside the school setting.
- Challenge self to higher levels of performance in a variety of activities (sport skills, gymnastics, and dance).
- Express enjoyment and positive social behavior that serves as a model for others.