



Physical Education - Grade 8

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [National Shape America Standards](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students are actively engaged in a safe, caring, fun, physically active environment with an emphasis on lifetime fitness and American Indian culture. Contemporary, as well as Native sports, games, activities, dances, stories, language and teachings will be utilized. Our Sacred Gifts, traditional teachings, and the medicine wheel guide us as we learn to take care of our body, recognize our community responsibilities, and learn to live in balance while incorporating 21st century skills (collaboration, communication, critical thinking, creativity), student choice, and digital literacy. Physical literacy skills, including motor skills and movement patterns, concepts and strategies, health-enhancing physical fitness, responsible behavior, and valuing physical activity are introduced, practiced, maturing, and applied. Skills at this level focus on emerging levels of basic age appropriate motor skills and applying offensive strategies.

Enduring Understandings:

- Being physically active as an American Indian or Alaskan Native is important in living a healthy balanced life, incorporating the physical, mental, emotional, and spiritual self.
- People who participate in regular physical activity are less likely to become obese and are more likely to lead active, healthy lifestyles as adults.
- Physically active people have more active brains and physical activity decreases anxiety and depression and contributes to overall well-being.
- Repetition of proper technique leads to improvement and successful skill acquisition and is important in nurturing resilience.
- Foundational movement skills and patterns are necessary including locomotor, non-locomotor, and manipulative to enjoy physical activity and to facilitate continued motor skill development and improve the capacity for successful and advanced levels of performance to further the likelihood of participation on a daily basis.
- Application of cognitive movement concepts increases the individual's ability to understand and enhance motor skill acquisition and performance.
- Engaging in regular participation of meaningful health-enhancing physical activities is necessary to maintain personal physical fitness.
- Grandfather teachings guide us in developing responsible personal and social behaviors.
- Indigenous games are known as the Games of Life and strengthen our community by recognizing and valuing each person as a welcome part of the circle.
- Technology use and application contributes to personalized 21st century physical literacy skills.

MOTOR SKILLS AND MOVEMENT PATTERNS

- I can exhibit command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
- I can throw with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)



- I can catch using an implement in a dynamic environment or modified game play. (S1.M3.8)

MOTOR SKILLS AND MOVEMENT PATTERNS (continued)

- I can dribble with dominant and non-dominant sides using change of speed and direction in small-sided game play. (S1.M8.8)
- I can shoot on goal with a long-handled implement for power and accuracy in modified invasion games. (S1.M10.8)
- I can drop-step in the direction of the pass during player-to-player defense. (S1.M11.8)
- I can execute consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net/wall games. (S1.M12.8)
- I can strike with a mature overhand pattern in a modified net/wall game. (S1.M13.8)
- I can demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games. (S1.M14.8)
- I can forehand- and backhand-volley with a mature form and control using a short-handled implement during modified game play. (S1.M16.8)
- I can two-hand volley with control in a small-sided game. (S1.M17.8)
- I can perform consistently (70 percent or more of the time) a mature throwing pattern, with accuracy and control, for target games. (S1.M18.8)
- I can strike, with an implement, a stationary object for accuracy and power in activities. (S1.M19.8)
- I can strike a pitched ball with an implement for power to open space in a variety of small-sided games. (S1.M20.8)

MOVEMENT AND PERFORMANCE

- I can execute at least three of the following offensive tactics to create open space: staying spread on offense, cutting and passing quickly, using pivots, fakes on or off the ball, variety of passes or pathways or give and go. (S2.3.8)
- I can reduce open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her. (S2.4.8)
- I can transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.6.8)
- I can create open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. (S2.7.8)
- I can vary the speed, force and trajectory of the shot based on the location of the object in relation to the target. (S2.9.8)

HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS

- I can develop a plan to address one barrier within my family, school, or community to maintaining a physically active lifestyle. (S3.1.8)



- I can participate in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for an average of at least 60 minutes per day at least 5 times a week. (S3.6.8)

HEALTH-ENHANCING PHYSICAL ACTIVITY AND FITNESS (continued)

- I can compare and contrast health-related fitness components. (S3.7.8)
- I can employ a variety of appropriate static stretching techniques for all major muscle groups. (S3.9.8)
- I can use the overload principle (FITT formula) in preparing a personal workout. (S3.11.8)
- I can design and implement a warm-up and cool-down regimen for a self-selected physical activity. (S3.12.8)
- I can define how the RPE scale can be used to adjust workout intensity during physical activity. (S3.13.8)
- I can design and implement a program of remediation for three areas of weakness based on the results of health-related fitness assessment. (S3.15.8)
- I can describe the relationship between poor nutrition and health risk factors. (S3.17.8)
- I can demonstrate basic movements used in other stress-reducing activities. (S3.18.8)

PERSONAL AND SOCIAL RESPONSIBILITY

- I can accept responsibility for improving one's own levels of physical activity and fitness. (S4.1.8)
- I can provide encouragement and feedback to peers without prompting from the teacher. (S4.3.8)
- I can respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.4.8)
- I can cooperate with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.5.8)
- I can apply rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.6.8)
- I can independently use physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity. (S4.7.8)

VALUE OF PHYSICAL ACTIVITY

- I can analyze the empowering consequences of being physically active. (S5.2.8)
- I can develop a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge. (S5.3.8)
- I can discuss how enjoyment could be increased in self-selected physical activities. (S5.4.8)
- I can demonstrate respect for self by asking for help and helping others in various physical activities. (S5.6.8)