

8th Grade Physical Education Recommended Activities

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
MOTOR SKILLS AND MOVEMENT PATTERNS			
Movement Concepts			
Space Awareness <i>Students will...</i>			
M.MC.08.01	demonstrate all space awareness movement concepts with mature form of non-loco-motor, loco-motor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.	FOOTBALL	Activities: FOOTBALL Passing drills and pitch pass drills Assessment:
Motor Skills			
Manipulative <i>Students will...</i>			
M.MS.08.04	apply mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.	FOOTBALL	Activities: FOOTBALL catching drills Assessment:
M.MS.08.05	demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.	FOOTBALL	Activities: FOOTBALL Punting drills Assessment:
Invasion Games <i>Students will...</i>			
M.IG.08.01	demonstrate off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	FOOTBALL	Activities: FOOTBALL – games – 4 vs. 4 Assessment:
M.IG.08.02	demonstrate on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	FOOTBALL	Activities: FOOTBALL – games – 4 vs. 4 Assessment:
CONTENT KNOWLEDGE			
Feedback <i>Students will...</i>			
K.FB.08.01	apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	ALL UNITS	Activities: ANY UNIT – task cards, journals, and question and answer Assessment:
Movement Concepts <i>Students will...</i>			
K.MC.08.15	apply knowledge of movement concepts while performing non-loco-motor skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.	ALL UNITS	Activities: Any unit- demonstrate physical and verbal age appropriate knowledge of skills Assessment:



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Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
Invasion Games <i>Students will...</i>			
K.IG.08.01	distinguish among all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	FOOTBALL	Activities: FOOTBALL – Discuss and model the different tactical strategies used in football off- the- ball Assessment:
K.IG.08.02	distinguish among selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).	FOOTBALL	Activities: FOOTBALL Discuss and model the different tactical strategies used in football on- the- ball Assessment:
Participation Inside/Outside of Physical Education <i>Students will...</i>			
K.PA.08.01	set individual physical activity goals and formulate a physical activity program that meets national guidelines.	ALL UNITS	Activities: Evaluate materials and develop personal plan Assessment:
Health-Related Fitness <i>Students will...</i>			
K.HR.08.02	describe results for the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
K.HR.08.03	describe results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
K.HR.08.04	describe results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
K.HR.08.05	describe results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
K.HR.08.06	develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.	ALL UNITS	Activities: FITNESSGRAM – or like model to develop a plan that is approved by the instructor to maintain or improve health related fitness Assessment:



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K.HR.08.07	understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.	ALL UNITS	Activities: FITNESSGRAM or like model Use information to create an individual plan to maintain or improve fitness level Assessment:
K.HR.08.08	understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).	ALL UNITS	Activities: FITNESSGRAM or like model Recognition of these six principles as well as the significance of each on the other Assessment:
Physical Activity and Nutrition <i>Students will...</i>			
K.AN.08.02	evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).	ALL UNITS DAILY ACTIVITIES	Activities: ALL UNITS, and DAILY ACTIVITIES Decipher information regarding heart rate and fitness associated with physical activity Assessment:
Personal/Social Behaviors <i>Students will...</i>			
K.PS.08.01	analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.	ALL UNITS	Activities: ALL UNITS Analyze behaviors using Six Pillars of Character or similar model Assessment:
K.PS.08.02	analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	ALL UNITS	Activities: ALL UNITS Analyze behaviors using Six Pillars of Character or similar model Assessment:
Regular Participation <i>Students will...</i>			
K.RP.08.01	choose to participate in activities that are personally challenging in dynamic settings.	ALL UNITS	Activities: Daily log of activities included with journaling Assessment:
K.RP.08.02	explain why to choose to exercise, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.	ALL UNITS	Activities: Daily log of activities included with journaling Assessment:
Social Benefits <i>Students will...</i>			
K.SB.08.01	use physical activity as a positive opportunity for social interaction in dynamic settings.	ALL UNITS	Activities: Group work and peer teaching Assessment:
Individual Differences <i>Students will...</i>			
K.ID.08.01	choose to participate with community members of varying skill and fitness levels in dynamic settings.	ALL UNITS	Activities: ALL UNITS – Show evidence of involvement in community activities –



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			Activity log Assessment:
K.ID.08.02	analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	ALL UNITS	Activities: Any Unit – Evaluate images and performances of elite athletes. Describe the reasons for these differences by Journal entries and question/answer sessions with their peers. Assessment:
	Feelings <i>Students will...</i>		
K.FE.08.01	analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	ALL UNITS	Activities: ALL UNITS Compare performances and evaluate the enjoyment via journaling and question and answer sessions Assessment:
	FITNESS and PHYSICAL ACTIVITY		
	Participation During Physical Education <i>Students will...</i>		
A.PE.08.01	participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.	FOOTBALL	Activities: Assessment:
	Health-Related Fitness <i>Students will...</i>		
A.HR.08.02	meet the criterion-referenced cardio respiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Hand cycle Test).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
A.HR.08.0	meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
A.HR.08.04	meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Back saver Sit and Reach, Shoulder Stretch).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
A.HR.08.05	meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skin fold Measurement, Body Mass Index, Hydrostatic Weighing).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report



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			Assessment:
A.HR.08.06	develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
A.HR.08.07	self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
A.HR.08.08	recognize the principles of training (frequency, intensity, type, time, overload, specificity).	ALL UNITS	Activities: FITNESSGRAM – or like model Evaluation and sharing of fitness gram report Assessment:
Physical Activity and Nutrition <i>Students will...</i>			
A.AN.08.01	monitor, independently, the effects of physical activity and nutrition on the body.		Activities: Assessment:
A.AN.08.02	apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).	ALL UNITS	Activities: FITNESSGRAM –or like model Evaluation and sharing of fitness gram report Assessment:
PERSONAL/SOCIAL BEHAVIORS AND VALUES			
Feedback <i>Students will...</i>			
B.FB.08.01	apply, independently, internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	ALL UNITS	Activities: Discussions and Journaling Task Cards and question/ answer Modeling Assessment:
Personal/Social Behaviors <i>Students will...</i>			
B.PS.08.01	exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.	ALL UNITS	Activities: ALL UNITS Demonstrate appropriate behaviors using Six Pillars of Character or similar model Assessment:
B.PS.08.02	apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	ALL UNITS	Activities: ALL UNITS Using the Six Pillars of Character (or similar) demonstrate the appropriate personal/social traits as related to competition Assessment:
Regular Participation <i>Students will...</i>			
B.RP.08.01	choose to participate, independently, in activities that are	ALL UNITS	Activities:



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	personally challenging in dynamic settings.		Daily log of activities included with journaling Assessment:
B.RP.08.02	choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.	ALL UNITS	Activities: Daily log of activities included with journaling Assessment:
Social Benefits <i>Students will...</i>			
B.SB.08.01	recognize physical activity as a positive opportunity for social interaction in dynamic settings.	ALL UNITS	Activities: Group work and peer teaching Assessment:
Individual Differences <i>Students will...</i>			
B.ID.08.01	demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.	ALL UNITS	Activities: ALL UNITS – Show evidence of involvement in community activities – Activity log Assessment:
B.ID.08.02	accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	ALL UNITS	Activities: Any Unit – Evaluate images and performances of elite athletes. Describe the reasons for these differences by Journal entries and question answer sessions with their peers. Assessment:
Feelings <i>Students will...</i>			
B.FE.08.01	exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.	ALL UNITS	Activities: ALL UNITS - Compare performances and evaluate the enjoyment via journaling and question and answer sessions Assessment:



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