

8th Grade Physical Education Recommended Activities

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
MOTOR SKILLS AND MOVEMENT PATTERNS			
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).	LACROSSE	Activities: Lacrosse – 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).	LACROSSE	Activities: Lacrosse – 4 vs. 4 Assessment:
Striking/Fielding Games <i>Students will...</i>			
M.SG.08.01	demonstrate infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).	BLOOPERBALL SOFTBALL	Activities: BLOOPERBALL/ SOFTBALL – team play – rules and proper use of equipment 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:
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).	LACROSSE	Activities: LACROSSE - Discuss and model the different tactical strategies used in lacrosse 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).	LACROSSE	Activities: LACROSSE - Discuss and model the different tactical strategies used in lacrosse Assessment:
Participation Inside/Outside of Physical Education <i>Students will...</i>			
K.PA.08.01	set individual physical activity goals and formulate a physical	ALL UNITS	Activities:



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	activity program that meets national guidelines.		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:
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	ALL UNITS	Activities: ALL UNITS, and DAILY ACTIVITIES



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	participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).	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 – 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



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			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.	LACROSSE	Activities: LACROSSE – skill drills 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 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



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			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 personally challenging in dynamic settings.	ALL UNITS	Activities: 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



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			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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