

## 8<sup>th</sup> Grade Physical Education Recommended Activities

Content Code	MDE Expectation	Unit of Instruction	Associated Activities & Assessments (where possible)
<b>MOTOR SKILLS AND MOVEMENT PATTERNS</b>			
<b>Invasion Games</b> <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).	FLOOR HOCKEY	Activities: FLOOR HOCKEY – games 6 vs. 6  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).	FLOOR HOCKEY	Activities: FLOOR HOCKEY –games 6 vs. 6  Assessment:
<b>CONTENT KNOWLEDGE</b>			
<b>Feedback</b> <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:
<b>Movement Concepts</b> <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:
<b>Invasion Games</b> <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).	FLOOR HOCKEY	Activities: FLOOR HOCKEY – Discuss and model the different tactical strategies used on the ball while playing hockey  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).	FLOOR HOCKEY	Activities: FLOOR HOCKEY – Discuss and model the different tactical strategies used on the ball while playing hockey  Assessment:
<b>Participation Inside/Outside of Physical Education</b> <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:
<b>Health-Related Fitness</b> <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



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			<b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
K.HR.08.06	develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.	ALL UNITS	<b>Activities:</b> FITNESSGRAM – or like model to develop a plan that is approved by the instructor to maintain or improve health related fitness  <b>Assessment:</b>
K.HR.08.07	understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.	ALL UNITS	<b>Activities:</b> FITNESSGRAM or like model Use information to create an individual plan to maintain or improve fitness level  <b>Assessment:</b>
K.HR.08.08	understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).	ALL UNITS	<b>Activities:</b> FITNESSGRAM or like model Recognition of these six principles as well as the significance of each on the other  <b>Assessment:</b>
<b>Physical Activity and Nutrition</b> <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	<b>Activities:</b> ALL UNITS, and DAILY ACTIVITIES Decipher information regarding heart rate and fitness associated with physical activity  <b>Assessment:</b>
<b>Personal/Social Behaviors</b> <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	<b>Activities:</b> ALL UNITS Analyze behaviors using Six Pillars of Character or similar model



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			<b>Assessment:</b>
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	<b>Activities:</b> ALL UNITS Analyze behaviors using Six Pillars of Character or similar model  <b>Assessment:</b>
<b>Regular Participation</b> <i>Students will...</i>			
K.RP.08.01	choose to participate in activities that are personally challenging in dynamic settings.	ALL UNITS	<b>Activities:</b> Daily log of activities included with journaling <b>Assessment:</b>
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	<b>Activities:</b> Daily log of activities included with journaling  <b>Assessment:</b>
<b>Social Benefits</b> <i>Students will...</i>			
K.SB.08.01	use physical activity as a positive opportunity for social interaction in dynamic settings.	ALL UNITS	<b>Activities:</b> Group work and peer teaching  <b>Assessment:</b>
<b>Individual Differences</b> <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	<b>Activities:</b> ALL UNITS – Show evidence of involvement in community activities – Activity log  <b>Assessment:</b>
K.ID.08.02	analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	ALL UNITS	<b>Activities:</b> 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.  <b>Assessment:</b>
<b>Feelings</b> <i>Students will...</i>			
K.FE.08.01	analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	ALL UNITS	<b>Activities:</b> ALL UNITS Compare performances and evaluate the enjoyment via journaling and question and answer sessions  <b>Assessment:</b>
<b>FITNESS and PHYSICAL ACTIVITY</b>			
<b>Health-Related Fitness</b> <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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report



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			<b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
A.HR.08.06	develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.	ALL UNITS	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
A.HR.08.07	self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.	ALL UNITS	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
A.HR.08.08	recognize the principles of training (frequency, intensity, type, time, overload, specificity).	ALL UNITS	<b>Activities:</b> FITNESSGRAM – or like model Evaluation and sharing of fitness gram report <b>Assessment:</b>
<b>Physical Activity and Nutrition</b> <i>Students will...</i>			
A.AN.08.01	monitor, independently, the effects of physical activity and nutrition on the body.		<b>Activities:</b>  <b>Assessment:</b>
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	<b>Activities:</b> FITNESSGRAM –or like model Evaluation and sharing of fitness gram report  <b>Assessment:</b>
<b>PERSONAL/SOCIAL BEHAVIORS AND VALUES</b>			
<b>Feedback</b> <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	<b>Activities:</b> Discussions and Journaling Task Cards and question/ answer Modeling



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			<b>Assessment:</b>
	<b>Personal/Social Behaviors</b> <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.	<b>ALL UNITS</b>	<b>Activities:</b> <b>ALL UNITS Demonstrate appropriate behaviors using Six Pillars of Character or similar model</b>  <b>Assessment:</b>
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.	<b>ALL UNITS</b>	<b>Activities:</b> <b>ALL UNITS Using the Six Pillars of Character (or similar) demonstrate the appropriate personal/social traits as related to competition</b>  <b>Assessment:</b>
	<b>Regular Participation</b> <i>Students will...</i>		
B.RP.08.01	choose to participate, independently, in activities that are personally challenging in dynamic settings.	<b>ALL UNITS</b>	<b>Activities:</b> <b>Daily log of activities included with journaling</b>  <b>Assessment:</b>
B.RP.08.02	choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.	<b>ALL UNITS</b>	<b>Activities:</b> <b>Daily log of activities included with journaling</b>  <b>Assessment:</b>
	<b>Social Benefits</b> <i>Students will...</i>		
B.SB.08.01	recognize physical activity as a positive opportunity for social interaction in dynamic settings.	<b>ALL UNITS</b>	<b>Activities:</b> <b>Group work and peer teaching</b>  <b>Assessment:</b>
	<b>Individual Differences</b> <i>Students will...</i>		
B.ID.08.01	demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.	<b>ALL UNITS</b>	<b>Activities:</b> <b>ALL UNITS – Show evidence of involvement in community activities – Activity log</b>  <b>Assessment:</b>
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.	<b>ALL UNITS</b>	<b>Activities:</b> <b>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.</b>  <b>Assessment:</b>
	<b>Feelings</b> <i>Students will...</i>		
B.FE.08.01	exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.	<b>ALL UNITS</b>	<b>Activities:</b> <b>ALL UNITS - Compare performances and evaluate</b>



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			the enjoyment via journaling and question and answer sessions  Assessment:



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