

## **8<sup>th</sup> Grade Physical Education Curriculum Map**

**M.MC.08.01** Students will demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.

**M.MS.08.04** Students will apply mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.

**M.MS.08.05** Students will demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.

**M.MS.08.06** Students will perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

**M.AQ.08.03** Students will demonstrate mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

**M.AQ.08.04** Students will demonstrate mature form for the basic aquatic skill of backstroke in controlled settings.

**M.OP.08.01** Students will demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings.

**M.OP.08.03** Students will demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings.

**M.OP.08.04** Students will demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in dynamic settings.

**M.OP.08.05** Students will demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in dynamic settings.

**M.TG.08.01** Students will demonstrate use of strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1 target games.

**M.TG.08.02** Students will demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1 target games.

**M.IG.08.01** Students will 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).

**M.IG.08.02** Students will 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).

**M.NG.08.01** Students will demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 3 vs. 3).

**M.NG.08.02** Students will demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).

**M.SG.08.01** Students will 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).

**K.FB.08.01** Students will apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

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**K.AQ.08.02** Students will apply knowledge of critical elements of safe water entry and exit in controlled settings.

**K.AQ.08.03** Students will apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

**K.AQ.08.06** Students will apply knowledge of critical elements of how to get help in simulated emergency practice in controlled settings.\*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

**A.PE.08.01** Students will 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.

**A.HR.08.02** Students will meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

**A.HR.08.03** Students will 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).

**B.FB.08.01** Students will apply, independently, internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

**B.PS.08.01** Students will exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

**B.PS.08.02** Students will apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

**B.RP.08.01** Students will choose to participate, independently, in activities that are personally challenging in dynamic settings.

**B.SB.08.01** Students will recognize physical activity as a positive opportunity for social interaction in dynamic settings.

**B.FE.08.01** Students will exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.

