

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth Grade			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Movement Concepts			
<i>Space Awareness</i>			
M.MC.08.01 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.			
Motor Skills and Movement Patterns: Motor Skills			
<i>Manipulative</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.			
M.MS.08.05 demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.			
M.MS.08.06 perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.			
Motor Skills and Movement Patterns: Aquatics			
M.AQ.08.03 demonstrate mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.			
M.AQ.08.04 demonstrate mature form for the basic aquatic skill of backstroke in controlled settings.			
M.AQ.08.07 demonstrate assisting a distressed swimmer in controlled settings.			
M.AQ.08.08 demonstrate getting help and assisting a choking victim 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.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Outdoor Pursuits			
M.OP.08.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings.			
M.OP.08.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings.			
M.OP.08.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings.			
M.OP.08.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in dynamic settings			
M.OP.08.05 demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in dynamic settings.			
Motor Skills and Movement Patterns: Target Games			
M.TG.08.01 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 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.			
Motor Skills and Movement Patterns: Invasion Games			
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).			
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)			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth			
Expectations	District Curriculum	Time Spent	Notes/Comments
Motor Skills and Movement Patterns: Net/Wall Games			
M.NG.08.01 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 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).			
Motor Skills and Movement Patterns: Striking/Fielding Games			
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).			
Motor Skills and Movement Patterns: Rhythmic Activities			
M.RA.08.01 demonstrate rhythmic movement patterns with pathways using different qualities of movement (e.g., free/bound, strong/light, sustained/quick).			
Content Knowledge: Feedback			
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.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth			
Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Movement Concepts			
K.MC.08.15 apply knowledge of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.			
Content Knowledge: Motor Skills			
K.MS.08.05 apply knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.			
Content Knowledge: Aquatics			
K.AQ.08.02 apply knowledge of critical elements of safe water entry and exit in controlled settings.			
K.AQ.08.03 apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.			
K.AQ.08.04 apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.			
K.AQ.08.05 apply knowledge of critical elements of assisting a choking victim in controlled settings.			
K.AQ.08.06 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			
Content Knowledge: Outdoor Pursuits			
K.OP.08.01 apply knowledge of the seven principles of Leave No Trace (Teen version) in dynamic settings.			
K.OP.08.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.			
K.OP.08.04 apply knowledge of safety features of outdoor pursuits in controlled settings.			
K.OP.08.05 apply decision-making skills related to engaging in outdoor pursuits.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth			
Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Outdoor Pursuits, Continued			
K.OP.08.06 identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.			
K.OP.08.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.			
Content Knowledge: Target Games			
K.TG.08.01 distinguish among all elements of 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, opposed target games.			
K.TG.08.02 distinguish among selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.			
Content Knowledge: Invasion Games			
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).			
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).			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth			
Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Net/Wall Games			
K.NG.08.01 distinguish among all 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 and 3 vs. 3).			
K.NG.08.02 distinguish among all elements of 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 and 3 vs. 3).			
Content Knowledge: Striking/Fielding Games			
K.SG.08.01 distinguish among all elements of infield and outfield tactical problems, 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).			
Content Knowledge: Rhythmic Activities			
K.RA.08.01 assess complex, creative rhythmic formations, positions, and steps that use equipment.			
Content Knowledge: Participation Inside/Outside of Physical Education			
K.PA.08.01 set individual physical activity goals and formulate a physical activity program that meets national guidelines.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth

Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Health-Related Fitness			
K.HR.08.02 describe results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
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).			
K.HR.08.04 describe results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
K.HR.08.05 describe results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
K.HR.08.06 develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
K.HR.08.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.			
K.HR.08.08 understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).			
Content Knowledge: Physical Activity and Nutrition			
K.AN.08.01 evaluate the effects of physical activity and nutrition on the body.			
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).			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth

Expectations	District Curriculum	Time Spent	Notes/Comments
Content Knowledge: Personal/Social Behaviors			
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.			
K.PS.08.02 analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
Content Knowledge: Regular Participation			
K.RP.08.01 choose to participate in activities that are personally challenging in dynamic settings.			
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.			
Content Knowledge: Social Benefits			
K.SB.08.01 use physical activity as a positive opportunity for social interaction in dynamic settings.			
Content Knowledge: Individual Differences			
K.ID.08.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.			
K.ID.08.02 analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
K.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.			
Content Knowledge: Feelings			
K.FE.08.01 analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.			
Fitness and Physical Activity: Participation During Physical Education			
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.			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth

Expectations	District Curriculum	Time Spent	Notes/Comments
Fitness and Physical Activity: Participation Outside of Physical Education			
A.PA.08.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.			
Fitness and Physical Activity: Health-Related Fitness			
A.HR.08.02 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 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).			
A.HR.08.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
A.HR.08.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
A.HR.08.06 develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.			
A.HR.08.07 self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.			
A.HR.08.08 recognize the principles of training (frequency, intensity, type, time, overload, specificity).			
Fitness and Physical Activity: Physical Activity and Nutrition			
A.AN.08.01 monitor, independently, the effects of physical activity and nutrition on the body.			
A.AN.08.04 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).			

**Michigan Department of Education
PHYSICAL EDUCATION ALIGNMENT RECORD**

Eighth

Expectations	District Curriculum	Time Spent	Notes/Comments
Personal/Social Behaviors and Values: Feedback			
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.			
Personal/Social Behaviors and Values: Personal/Social Behaviors			
B.PS.01.01 exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.			
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.			
Personal/Social Behaviors and Values: Regular Participation			
B.RP.08.01 choose to participate, independently, in activities that are personally challenging in dynamic settings.			
B.RP.08.02 choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.			
Personal/Social Behaviors and Values: Social Benefits			
B.SB.08.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.			
Personal/Social Behaviors and Values: Individual Differences			
B.ID.08.01 demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.			
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.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.			
Personal/Social Behaviors and Values: Feelings			
B.FE.08.01 exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.			