

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: 8th Grade
Subject: Physical Education

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

HPS Scope Sequence
Physical Education
8th Grade

Quarter (Quarter 1 - Flag football, Ultimate Frisbee, Softball. Quarter 2 - Volleyball, 3 on 3 Basketball, Badminton. Quarter 3 - Pickle Ball, Floor Hockey, Team Handball. Quarter 4 - Speedball, Soccer, Tennis)

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will					
Sub-category or Strand						
Strand 1 - M	Motor Skills and Movement Patterns	Students will demonstrate competence in motor skills (e.g. throwing, catching, kicking, running, dribbling etc.	1.2.3.4	45 Days (3 3-week units)	observation, Daily discussions/written	overhand throw,underhand throw/dribble/passing
MC	Movement Concepts	(e.g. Kicking, throwing)	1.2.3.4	3 week units		
	Space Awareness		1.2.3.4	3 week units		Surrounding
M.MC.08.01	demonstrate selected space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.	self-explanatory	1.2.3.4			
MS	Motor Skills	Throwing/Catching etc.	1.2.3.4	3 week units		Practice skills
	Manipulative		1.2.3.4	3 week units		
M.MS.08.04	demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in controlled settings.	self-explanatory	1.2.3.4			Hand eye coordination
M.MS.08.05	demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in isolated settings.	self-explanatory	1.2.3.4			Eye/foot coordination
M.MS.08.06	perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.	N/A	N/A			
TG	Target Games	Badminton/Pickle Ball	1.2.3.4	3 week units		

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	Students will					
M.TG.08.01	demonstrate 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 modified, unopposed target	self-explanatory	1.2.3.4			Eye hand coordination
IG	Invasion Games	Speedball/Team Handball	1.2.3.4	3 week units		
M.IG.08.01	demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided	Self-explanatory/person to person defense	1.2.3.4			Person to person defense
M.IG.08.02	demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating 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,	self-explanatory	1.2.3.4			
NG	Net / Wall Games	Volleyball/	1.2.3.4	3 week units		
M.NG.08.01	demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3	self-explanatory/Rally scoring	1.2.3.4			volley back and forth

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	Students will					
M.NG.08.02	demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).	self-explanatory	1.2.3.4			
SG	Striking / Fielding Games	Softball/Soccer	1.2.3.4	3 week units		
M.SG.08.01	demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the 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., strike a stationary/moving object, 5 vs. 5).	Softball Base running	1.2.3.4			
Strand 2 - K	Content Knowledge	Students will incorporate skills learned into game-like situations.	1.2.3.4	45 Days (3 3-week units)	observation/student discussion/written/Personal Fitness Projects	cardiovascular endurance/muscular endurance/muscular strength/flexibility
FB	Feedback	self-explanatory	1.2.3.4	3 week units		
K.FB.08.01	describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.					
MC	Movement Concepts		1.2.3.4	3 week units		

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Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will					
K.MC.08.15	apply knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in	prior knowledge				
MS	Motor Skills		1.2.3.4	3 week units		
K.MS.08.05	apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.					
OP	Outdoor Pursuits	N/A	N/A			
K.OP.08.01	apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in controlled settings.	N/A				
K.OP.08.03	distinguish between the function of equipment associated with selected outdoor pursuits.	N/A				
K.OP.08.04	apply knowledge of safety features of outdoor pursuits in controlled settings.	N/A				
K.OP.08.05	identify selected elements of decision-making skills related to engaging in outdoor pursuits.	N/A				
K.OP.08.06	identify governmental, non-profit, and/or private areas used for outdoor pursuits.	N/A				
K.OP.08.07	distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled	N/A				
TG	Target Games	Badminton/Pickle Ball	1.2.3.4	3 week units		
K.TG.08.01	describe selected 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 modified, 1 vs.	Self-explanatory				

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	Students will					
IG	Invasion Games	Basketball/Ultimate Frisbb	1.2.3.4	3 week units		
K.IG.08.01	describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 2 vs. 2)	self-explanatory				
K.IG.08.02	identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating 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 3 vs. 2)	self-explanatory				
NG	Net / Wall Games	Volleyball/Pickleball	1.2.3.4			Best Effort
K.NG.08.01	distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 4 vs. 1 to 2 vs. 2)	Self-explanatory				

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	Students will					
K.NG.08.02	distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 4 vs. 4 or 3 vs. 3).	self-explanatory				
SG	Striking / Fielding Games	Softball/Kickball				Best effort
K.SG.08.01	describe selected elements of infield 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., strike a stationary/moving object, 5 vs. 5).	self-explanatory				
PA	Participation Inside/Outside of Physical	self-explanatory				
K.PA.08.01	compare and contrast physical activities for intensity and skill level.					
HR	Health-Related Fitness	Standards based testing/ Grade based on personal improvement	6 days		Pre and Post Physical Fitness Test/Graded on Personal improvement. Extra points for	E.P.E.C/Best Effort
K.HR.08.02	use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).	Mile Run	1 day		Pre and Post Physical Fitness Test	Best Effort

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	Students will					
K.HR.08.03	use 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	Push-ups/Pull-ups/Flexed Arm Hang	1 day		Pre and Post Physical Fitness Test	Best Effort
K.HR.08.04	use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder	Sit and Reach	1 day		Pre and Post Physical Fitness Test	Best Effort
K.HR.08.05	use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	N/A			0	N/A
K.HR.08.06	identify 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 with teacher guidance.					
K.HR.08.08	understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).					
AN	Physical Activity and Nutrition	Everyday Participation	1.2.3.4	45 days (3 3-week units)		Goal setting/E.P.E.C
K.AN.08.01	discuss the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low	EPEC material	1.2.3.4			

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	Students will					
K.AN.08.02	use 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) with internal or external feedback.	EPEC material	1.2.3.4			
PS	Personal / Social Behaviors	Expected	1.2.3.4			Best Effort
K.PS.08.01	explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	self-explanatory				
K.PS.08.02	explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	self-explanatory				
RP	Regular Participation	Daily Participation	1.2.3.4		Daily Participation Grade	Encouragement
K.RP.08.01	choose to participate in activities that are personally challenging in controlled settings.					
K.RP.08.02	explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.	Extra-curricular activity				
SB	Social Benefits		1.2.3.4			Respect /teamwork
K.SB.08.01	use physical activity as a positive opportunity for social interaction in controlled settings.	self-explanatory				
ID	Individual Differences		1.2.3.4			Respect differences
K.ID.08.01	choose to participate with students of varying skill and fitness levels in dynamic settings.	self-explanatory				acceptance

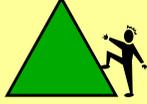
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	Students will					
K.ID.08.02	understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and	Self-explanatory				acceptance
K.ID.08.03	choose to participate in activities that allow for self-expression in controlled settings.	self-explanatory				acceptance
FE	Feelings		1.2.3.4			acceptance
K.FE.08.01	identify indicators of enjoyment for the aesthetic and creative aspects of skilled					
Strand 3 - A	Fitness and Physical Activity	Best Effort/ Everyday participation	1.2.3.4	45 Days (3 3-week units)	Observation/ Daily grading on participation	
PE	Participation During Physical Education	Daily Participation				
A.PE.08.01	participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% 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					
PA	Participation Outside of Physical Education	encouragement	1.2.3.4			
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	self-explanatory				
HR	Health-Related Fitness	Daily encouragement for personal improvement	1.2.3.4	45 Days (3 3-week	Pre and Post Physical Fitness Test	E.P.E.C/Best Effort

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	Students will					
A.HR.07.02	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).	Mile Run				
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	Push-ups/Pull-ups/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	Sit and Reach				
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	N/A				
A.HR.08.06	identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.					
A.HR.08.07	self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	EPEC material				
A.HR.08.08	identify the principles of training (frequency, intensity, type, time, overload, specificity).					
AN	Physical Activity and Nutrition				Personal Fitness Project	
A.AN.08.01	apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low	self-explanatory				

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	Students will			0 		
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) with internal or external feedback.	self-explanatory				
Strand 4 - B	Personal / Social Behaviors and Values	Students working together to achieve the same goal	1.2.3.4	45 Days (3 3-week units)	Observation	Follow directions/Best Effort/Cooperation
FB	Feedback		1.2.3.4		Observation	
B.FB.08.01	describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	self-explanatory				
PS	Personal / Social Behaviors		1.2.3.4		observation	
B.PS.08.01	exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	self-explanatory				
B.PS.08.02	describe behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	self-explanatory				
RP	Regular Participation		1.2.3.4		observation	
B.RP.08.01	choose to participate in activities that are personally challenging in controlled settings.	self-explanatory				
B.RP.08.02	choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled	self-explanatory				
SB	Social Benefits		1.2.3.4		observation	

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	Students will					
B.SB.08.01	recognize physical activity as a positive opportunity for social interaction in controlled settings.	self-eplanatory				
ID	Individual Differences		1.2.3.4		observation	
B.ID.08.01	choose to participate with students of varying skill and fitness levels in controlled settings.	self-explanatory				
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.	self-explanatory				
B.ID.08.03	choose to participate in activities that allow for self-expression in controlled settings.	self-explanatory				
FE	Feelings		1.2.3.4		observation	
B.FE.08.01	identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled	Teach to everyone/simplify skill work				