

GRADE LEVEL CONTENT EXPECTATIONS

8 PE

v.03.08

MOTOR SKILLS
AND MOVEMENT
PATTERNSCONTENT
KNOWLEDGEFITNESS AND
PHYSICAL
ACTIVITYPERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

Welcome to Michigan's K-8 Grade Level Content Expectations

Movement is critical to all aspects of a child's growth and development. Physical education provides unique learning opportunities for students in kindergarten through grade 12 to acquire knowledge, skills, fitness, and attitudes to enhance their quality of life through physical activity.

Physical education is an integral component of the education process. Researchers have shown that students who participate in regular physical education will enjoy enhanced memory and learning, better concentration, and increased problem-solving abilities. Regular physical education encourages a positive attitude towards self and others, which is an important factor in creating a healthy learning environment.

Quality physical education programs provide the foundation for healthy, active lifestyles that support all learning and help ensure success in future pursuits. Statistics related to chronic disease, disability and death, health care costs, and quality of life issues clearly illustrate that there are severe problems associated with attending to the intellectual but not the physical being.

A physically educated person who participates in health-enhancing physical activity:

- demonstrates competence in selected motor skills.
- assesses, achieves, and maintains physical fitness.
- applies cognitive concepts in making wise lifestyle choices.
- exhibits appropriate personal/social character traits while participating in physical activity.

A comprehensive physical education curriculum should be based on the state's K-12 Physical Education Content Standards and Benchmarks.* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

Based on the Michigan State Board of Education Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program addresses three critical areas of curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following:

Curriculum

- Is aligned with the Michigan K-12 Physical Education Content Standards and Benchmarks.
- Equips students with the knowledge, skills, and attitudes necessary for lifelong physical activity.
- Influences personal and social skill development.

Instruction and Assessment

- Is taught by a certified physical education teacher trained in best practice physical education methods.
- Aligns curriculum, instruction, and assessment.
- Engages students in curriculum choices that prepare them for a wide variety of lifetime activities.
- Keeps all students involved in purposeful activity for a majority of the class period.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

Opportunity to Learn

- Offers instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and high schools).
- Has a teacher-to-student ratio consistent with those of other subject areas and/or classrooms.
- Provides facilities to implement the curriculum for the number of students served.
- Maintains and has enough functional equipment for each student to actively participate.
- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

*Physical education classes are not to be and should not be used as an arena for interscholastic practices. This is not only unethical, but also does not give credibility to the purposes and goals of the physical education curriculum.

Overview of the Content Expectations

The K-8 Physical Education Grade Level Content Expectations reflect best practices and current research in the teaching and learning of physical education. They build from the Michigan K-12 Physical Education Content Standards and Benchmarks (2007) and the State Board of Education's Policy on Quality Physical Education (2003). These content expectations represent a vision for a relevant physical education curriculum that addresses critical physical education knowledge, skills, fitness, and attitudes for successfully maintaining a physically-active lifestyle during a child's school years and beyond. They specify what a student should know and be able to do at the end of each grade.

Michigan Physical Education Content Standards (2007)

A physically educated person:

demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (M)

demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities. (K)

participates regularly in lifelong physical activity. (M)

achieves and maintains a health-enhancing level of physical fitness. (A)

exhibits responsible personal and social behavior that respects self and others in physical activity settings. (B)

values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (B)

Please note that, while all the Content Standards are addressed in these K-8 Physical Education Grade Level Content Expectations as a whole, not all standards will be addressed in each strand.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown on the next page. The skills and content addressed in these expectations will, in practice, be woven together into a coherent physical education curriculum. Beyond the physical education curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade level, and expectation number. For example, M.MC.01.01 indicates:

- M** - Motor Skills and Movement Patterns Strand
- MC** - Movement Concepts Domain
- 01** - First Grade Expectation
- 01** - First Expectation in the Grade-Level Motor Skills Domain

Strands			
Motor Skills and Movement Patterns (M)	Content Knowledge (K)	Fitness and Physical Activity (A)	Personal/Social Behaviors and Values (B)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)
It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.			

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

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

Manipulative

Students will...

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.

***Aquatics**

Students will...

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.

Outdoor Pursuits

Students will...

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.

Target Games

Students will...

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.

Invasion Games

Students will...

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).

Net/Wall Games

Students will...

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).

	<p>Striking/Fielding Games</p> <p><i>Students will...</i></p> <p>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).</p>
	<p>Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.08.01 demonstrate rhythmic movement patterns with pathways using different qualities of movement (e.g., free/bound, strong/light, sustained/quick).</p>
<p>CONTENT KNOWLEDGE</p>	<p>Feedback</p> <p><i>Students will...</i></p> <p>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.</p> <p>Movement Concepts</p> <p><i>Students will...</i></p> <p>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.</p> <p>Motor Skills</p> <p><i>Students will...</i></p> <p>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.</p>

***Aquatics**

Students will...

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, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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.

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.

Target Games

Students will...

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.

Invasion Games

Students will...

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).

Net/Wall Games

Students will...

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).

Striking/Fielding Games

Students will...

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).

Rhythmic Activities

Students will...

K.RA.08.01 assess complex, creative rhythmic formations, positions, and steps that use equipment.

Participation Inside/Outside of Physical Education

Students will...

K.PA.08.01 set individual physical activity goals and formulate a physical activity program that meets national guidelines.

Health-Related Fitness

Students will...

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).

Physical Activity and Nutrition

Students will...

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).

Personal/Social Behaviors

Students will...

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.

Regular Participation

Students will...

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.

FITNESS and PHYSICAL ACTIVITY	<hr/> <p>Social Benefits</p> <p><i>Students will...</i></p> <p>K.SB.08.01 use physical activity as a positive opportunity for social interaction in dynamic settings.</p> <hr/>
	<p>Individual Differences</p> <p><i>Students will...</i></p> <p>K.ID.08.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>K.ID.08.02 analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.</p> <hr/>
	<p>Feelings</p> <p><i>Students will...</i></p> <p>K.FE.08.01 analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p> <hr/>
	<p>Participation During Physical Education</p> <hr/> <p><i>Students will...</i></p> <p>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.</p> <hr/>
	<p>Participation Outside of Physical Education</p> <hr/> <p><i>Students will...</i></p> <p>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.</p> <hr/>
	<p>Health-Related Fitness</p> <hr/> <p><i>Students will...</i></p> <p>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).</p>

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).

Physical Activity and Nutrition

Students will...

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).

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Students will...

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.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.

Regular Participation

Students will...

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.

Social Benefits

Students will...

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

Individual Differences

Students will...

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.

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

Michael P. Flanagan
Chairman
*Superintendent of
Public Instruction
Ex Officio*

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*