



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 24, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Presentation on Draft K-8 Physical Education Grade Level Content Expectations

A committee of representatives from 16 colleges and universities, along with Department staff, met to create the grade level content expectations for kindergarten through eighth grades from the newly adopted standards and benchmarks that were approved at the February 13, 2007, State Board of Education meeting. The grade level content expectations are aligned directly with the Michigan and the National Standards for Physical Education. The Draft K-8 Physical Education Grade Level Content Expectations (Appendix A) are available in individual grade level documents.

The Draft K-8 Physical Education Grade Level Content Expectations reflect best practice, current research, and provide a set of clear and rigorous expectations for all students. Teachers will have clearly defined statements of what students should know and be able to do as they address the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle.

The first draft of this document is being presented to the State Board of Education before it is provided to the field for feedback. It is anticipated that both a field and national review will begin in October of 2007.

Attachment

STATE BOARD OF EDUCATION

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER
REGINALD M. TURNER • CASANDRA E. ULBRICH

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

KINDERGARTEN PHYSICAL EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

K

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.00.01 demonstrate incomplete and inconsistent elements of selected space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.00.02 demonstrate incomplete and inconsistent elements of selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.00.03 demonstrate incomplete and inconsistent elements of selected space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.00.04 demonstrate incomplete and inconsistent elements of selected space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.00.05 demonstrate incomplete and inconsistent elements of selected space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.00.06 demonstrate incomplete and inconsistent elements of selected effort movement concepts for time, such as fast/slow and sudden/sustained in isolated settings.

M.MC.00.07 demonstrate incomplete and inconsistent elements of selected effort movement concepts for force, such as strong and light in isolated settings.

M.MC.00.08 demonstrate incomplete and inconsistent elements of selected effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.00.09 demonstrate incomplete and inconsistent elements of selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.00.10 demonstrate incomplete and inconsistent elements of selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.00.11 demonstrate incomplete and inconsistent elements of selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.00.01 demonstrate incomplete and inconsistent elements of selected mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.00.02 demonstrate incomplete and inconsistent elements of mature form of selected locomotor skills of walk, run, jump, slide, gallop, and hop in isolated settings.

Manipulative

Students will...

M.MS.00.03 demonstrate incomplete and inconsistent elements of selected manipulative skills of roll, two-hand catch, and underhand throw in isolated settings.

Aquatics

Students will...

M.AQ.00.01 demonstrate incomplete and inconsistent elements of selected basic aquatic skills of front float and back float with flotation and instructor support in isolation.

M.AQ.00.02 demonstrate some incomplete and inconsistent elements of safe water entry and exit with flotation and instructor support in isolation.

Rhythmic Activities

Students will...

M.RA.00.01 demonstrate basic even and uneven rhythmic patterns.

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.00.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Space Awareness

Students will...

K.MC.00.01 identify selected space awareness movement concepts for location, such as self-space, personal space, and general space.

K.MC.00.02 identify selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.

K.MC.00.03 identify selected space awareness movement concepts for levels, such as low, medium, and high.

K.MC.00.04 identify selected space awareness movement concepts for pathways, such as straight, curved, and zigzag.

K.MC.00.05 identify selected space awareness movement concepts for extensions, such as large/small and far/near.

Effort

Students will...

K.MC.00.06 identify selected effort movement concepts for time, such as fast/slow and sudden/sustained.

K.MC.00.07 identify selected effort movement concepts for force, such as strong and light.

K.MC.00.08 identify selected effort movement concepts for flow, such as bound and free.

Relationship

Students will...

K.MC.00.09 identify selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.

K.MC.00.10 identify selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.

K.MC.00.11 identify selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.00.01 identify selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.00.02 identify selected critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.00.03 identify selected elements of the following manipulative skills: roll, two-handed catch, and underhand throw.

Rhythmic Activities

Students will...

K.RA.00.01 identify selected basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

K.PA.00.01 recognize varying types of physical activities.

Health-Related Fitness

Students will...

K.HR.00.01 identify one of the five components of health-related fitness.

Physical Activity and Nutrition

Students will...

K.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

K.AN.00.02 identify that supporting their own body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.

FITNESS AND PHYSICAL ACTIVITY

Participation During Physical Education

Students will...

A.PE.00.01 participate intermittently, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

Participation Outside of Physical Education

Students will...

A.PA.00.01 participate intermittently, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.

Health-Related Fitness

Students will...

A.HR.00.01 recognize one of the five components of health-related fitness.

Physical Activity and Nutrition

Students will...

A.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).

A.AN.00.02 briefly support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts, etc.) to develop muscular strength and endurance.

PERSONAL/ SOCIAL BEHAVIORS AND VALUES

Feedback

Students will...

B.FB.00.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.00.01 exhibit, occasionally, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion with teacher prompting.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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-8 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.01.01 demonstrate incomplete and inconsistent elements of space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.01.02 demonstrate incomplete and inconsistent elements of space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.01.03 demonstrate incomplete and inconsistent elements of space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.01.04 demonstrate incomplete and inconsistent elements of space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.01.05 demonstrate incomplete and inconsistent elements of space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.01.06 demonstrate incomplete and inconsistent elements of effort movement concepts for time, such as fast/slow, and sudden/sustained in isolated settings.

M.MC.01.07 demonstrate incomplete and inconsistent elements of effort movement concepts for force, such as strong and light in isolated settings.

M.MC.01.08 demonstrate incomplete and inconsistent elements of effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.01.09 demonstrate incomplete and inconsistent elements of relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.01.10 demonstrate incomplete and inconsistent elements of relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.01.11 demonstrate incomplete and inconsistent elements of relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.01.01 demonstrate incomplete and inconsistent elements of mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.01.02 demonstrate incomplete and inconsistent elements of mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings.

Manipulative

Students will...

M.MS.01.03 demonstrate incomplete and inconsistent elements of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.01.04 demonstrate selected incomplete and inconsistent elements of the manipulative skills of catch and kick in isolated settings.

Aquatics

Students will...

M.AQ.01.01 demonstrate incomplete and inconsistent elements of the basic aquatic skills of front float, back float, and recovery with flotation support in isolation.

M.AQ.01.02 demonstrate incomplete and inconsistent elements of safe water entry and exit with flotation support in isolation.

M.AQ.01.03 demonstrate a combination of arms and legs to locomote in the water with flotation support in isolation.

M.AQ.01.05 demonstrate capacity to put on a life jacket with teacher guidance in isolation.

Outdoor Pursuits

Students will...

M.OP.01.01 demonstrate incomplete and inconsistent elements of selected land and/or water-based outdoor pursuits in isolated settings.

Rhythmic Activities

Students will...

M.RA.01.01 demonstrate a movement pattern (locomotor and axial) to even and uneven rhythms.

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.01.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Space Awareness

Students will...

K.MC.01.01 identify all space awareness movement concepts for location, such as self-space, personal space, and general space.

K.MC.01.02 identify all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.

K.MC.01.03 identify all space awareness movement concepts for levels, such as low, medium, and high.

K.MC.01.04 identify all space awareness movement concepts for pathways, such as straight, curved, and zigzag.

K.MC.01.05 identify all space awareness movement concepts for extensions, such as large/small and far/near.

Effort

Students will...

K.MC.01.06 identify all effort movement concepts for time, such as fast/slow and sudden/sustained.

K.MC.01.07 identify all effort movement concepts for force, such as strong and light.

K.MC.01.08 identify all effort movement concepts for flow, such as bound and free.

Relationship

Students will...

K.MC.01.09 identify all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.

K.MC.01.10 identify all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, front/behind, along/through, meeting/parting, surrounding, around, and alongside.

K.MC.01.11 identify all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.01.01 identify all the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.01.02 identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.01.03 identify selected elements of the following manipulative skills: roll, underhand throw, and overhand throw.

Outdoor Pursuits

Students will...

K.OP.01.01 identify, incompletely and/or inconsistently, the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.01.02 identify, incompletely and/or inconsistently, types of land or water-based outdoor pursuits.

K.OP.01.03 identify, incompletely and/or inconsistently, types of equipment and/or accessories associated with selected land or water-based outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.01.01 distinguish between basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

K.PA.01.01 identify safety rules and procedures for selected physical activities.

Health-Related Fitness

Students will...

K.HR.01.01 identify three of the five components of health-related fitness.

**FITNESS AND
PHYSICAL
ACTIVITY**

Physical Activity and Nutrition

Students will...

K.AN.01.01 identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).

K.AN.01.02 understand that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

K.AN.01.03 recognize flexibility through a full range of motion of major joints.

**Participation During
Physical Education**

Students will...

A.PE.01.01 participate intermittently, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.

**Participation Outside of
Physical Education**

Students will...

A.PA.01.01 participate intermittently, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.

Health-Related Fitness

Students will...

A.HR.01.01 recognize three of the five components of health-related fitness.

Physical Activity and Nutrition

Students will...

A.AN.01.01 achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).

A.AN.01.02 briefly support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.01.03 demonstrate flexibility through a full range of motion of major joints.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

B.FB.01.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.01.01 exhibit, inconsistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

D
R
A
F
T

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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

GRADE LEVEL CONTENT EXPECTATIONS

2 PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.02.01 demonstrate selected space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.02.02 demonstrate selected space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.02.03 demonstrate selected space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.02.04 demonstrate selected space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.02.05 demonstrate selected space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.02.06 demonstrate selected effort movement concepts for time, such as fast/slow and sudden/sustained in isolated settings.

M.MC.02.07 demonstrate selected effort movement concepts for force, such as strong and light in isolated settings.

M.MC.02.08 demonstrate selected effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.02.09 demonstrate selected relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.02.10 demonstrate selected relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.02.11 demonstrate selected relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.02.01 demonstrate mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.02.02 demonstrate mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings.

Manipulative

Students will...

M.MS.02.03 demonstrate the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.02.04 demonstrate selected incomplete and inconsistent elements of the mature form of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike in isolated settings.

Aquatics

Students will...

M.AQ.02.01 demonstrate incomplete and inconsistent elements of the basic aquatic skills of front float, back float, and recovery with support in isolation.

M.AQ.02.02 demonstrate incomplete and inconsistent elements of safe water entry and exit with support in isolation.

M.AQ.02.03 demonstrate a combination of arms and legs to locomote in the water with support in isolation.

M.AQ.02.05 demonstrate capacity to put on a life jacket with peer assistance in isolation.

M.AQ.02.06 demonstrate capacity to move in the water while wearing a life jacket with assistance.

Outdoor Pursuits

Students will...

M.OP.02.01 demonstrate incomplete and inconsistent elements of selected water-based outdoor pursuits in isolated settings.

M.OP.02.02 demonstrate mature form in hiking/walking motor skills in selected land-based outdoor pursuits in isolated settings.

Rhythmic Activities

Students will...

M.RA.02.01 choose locomotor and axial movements to use in demonstrating a movement pattern to even and uneven rhythms.

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.

Movement Concepts

Space Awareness

Students will...

K.MC.02.01 describe space awareness movement concepts for location, such as self-space, personal space, and general space.

K.MC.02.02 describe space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.

K.MC.02.03 describe space awareness movement concepts for levels, such as low, medium, and high.

K.MC.02.04 describe space awareness movement concepts for pathways, such as straight, curved, and zigzag.

K.MC.02.05 describe space awareness movement concepts for extensions, such as large/small and far/near.

Effort

Students will...

K.MC.02.06 describe effort movement concepts for time, such as fast/slow and sudden/sustained.

K.MC.02.07 describe effort movement concepts for force, such as strong and light.

K.MC.02.08 describe effort movement concepts for flow, such as bound and free.

Relationship

Students will...

K.MC.02.09 describe relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.

K.MC.02.10 describe all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.

K.MC.02.11 describe relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.02.01 describe the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.02.03 describe selected critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.

K.MS.02.04 identify selected critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.

Aquatics

Students will...

K.AQ.02.01 identify selected critical elements of the basic aquatic skills of front float, back float, and recovery.

K.AQ.02.02 identify selected elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, etc.).

K.AQ.02.03 identify selected elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, etc.).

K.AQ.02.04 identify selected elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).

K.AQ.02.05 identify some of the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim, etc.).

Outdoor Pursuits

Students will...

K.OP.02.01 identify selected aspects of the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.02.02 identify selected types of land or water-based outdoor pursuits.

K.OP.02.03 identify selected aspects of types of equipment and/or accessories with selected land or water-based outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.02.01 compare basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

K.PA.02.01 understand safety rules and procedures for selected physical activities.

Health-Related Fitness

Students will...

K.HR.02.01 identify the five components of health-related fitness.

K.HR.02.02 identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

K.HR.02.03 identify 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, etc.).

K.HR.02.04 identify the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.02.05 identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

K.AN.02.01 differentiate between moderate to vigorous levels of physical activity.

K.AN.02.02 explain that supporting their own body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

K.AN.02.03 recognize flexibility through a full range of motion of the major joints.

K.AN.02.04 identify that the body is made up of lean body mass and body fat.

Personal/Social Behaviors

Students will...

K.PS.02.01 identify some key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

K.PS.02.02 identify some key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

K.RP.02.01 identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

K.RP.02.02 describe participation in a physical activity for novelty and challenge in isolated settings.

Individual Differences

Students will...

K.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

K.ID.02.02 identify, incompletely and inconsistently, a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

Feelings

Students will...

K.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity.

FITNESS AND PHYSICAL ACTIVITY

Participation During Physical Education

Students will...

A.PE.02.01 participate intermittently, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities.

Participation Outside of Physical Education

Students will...

A.PA.02.01 participate intermittently, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, and chasing and fleeing activities on a daily basis.

Health-Related Fitness

Students will...

A.HR.02.01 recognize that there are five components of health-related fitness.

A.HR.02.02 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, etc.).

A.HR.02.03 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, etc.).

A.HR.02.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.02.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

A.AN.02.01 sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).

A.AN.02.02 support their own body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.02.03 demonstrate flexibility through a full range of motion of the major joints.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

B.FB.02.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.02.01 exhibit, inconsistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

B.PS.02.02 exhibit incomplete and inconsistent behaviors which exemplify each of the personal/social character traits of competitive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

B.RP.02.01 express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.

B.RP.02.02 choose to participate in a physical activity for novelty and challenge in isolated settings.

Individual Differences

Students will...

B.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.

B.ID.02.02 identify, incompletely and inconsistently, a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in isolated settings.

Feelings

Students will...

B.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

3

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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 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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.03.01 demonstrate all space awareness movement concepts for location, such as self-space, personal space, and general space in isolated settings.

M.MC.03.02 demonstrate all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise in isolated settings.

M.MC.03.03 demonstrate all space awareness movement concepts for levels, such as low, medium, and high in isolated settings.

M.MC.03.04 demonstrate all space awareness movement concepts for pathways, such as straight, curved, and zigzag in isolated settings.

M.MC.03.05 demonstrate all space awareness movement concepts for extensions, such as large/small and far/near in isolated settings.

Effort

Students will...

M.MC.03.06 demonstrate all effort movement concepts for time, such as fast/slow and sudden/sustained in isolated settings.

M.MC.03.07 demonstrate all effort movement concepts for force, such as strong and light in isolated settings.

M.MC.03.08 demonstrate all effort movement concepts for flow, such as bound and free in isolated settings.

Relationships

Students will...

M.MC.03.09 demonstrate all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical in isolated settings.

M.MC.03.10 demonstrate all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside in isolated settings.

M.MC.03.11 demonstrate all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups in isolated settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.03.01 demonstrate all elements of the mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

M.MS.03.02 demonstrate all elements of the mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge in isolated settings.

Manipulative

Students will...

M.MS.03.03 demonstrate all elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.

M.MS.03.04 demonstrate selected elements of the mature form of manipulative skills of catch, kick, hand dribble, foot dribble, and strike in isolated settings.

Aquatics

Students will...

M.AQ.03.01 demonstrate incomplete and inconsistent elements of the basic aquatic skills of front float, back float, and recovery in isolation.

M.AQ.03.02 demonstrate incomplete and inconsistent elements of safe water entry and exit in isolation.

M.AQ.03.03 demonstrate locomotion using a combination of arms and alternating kicking motion with face in the water in isolation.

M.AQ.03.04 demonstrate locomotion, in a supine position, using alternative propulsive arm action with hand moving downward and alternating kick in the water in isolation.

M.AQ.03.05 demonstrate capacity to put on a life jacket in isolation.

M.AQ.03.06 demonstrate capacity to move in the water while wearing a life jacket.

Outdoor Pursuits

Students will...

M.OP.03.01 demonstrate incomplete and inconsistent elements of selected water-based outdoor pursuits in isolated settings.

M.OP.03.02 demonstrate incomplete and inconsistent elements of mature form of balance in selected land-based outdoor pursuits.

M.OP.03.03 demonstrate incomplete and inconsistent elements when using equipment and/or accessories related to selected land-based outdoor pursuits in isolated settings.

Rhythmic Activities

Students will...

M.RA.03.01 choose locomotor and axial movements to use in demonstrating a movement pattern to even and uneven rhythms in repetition.

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Space Awareness

Students will...

K.MC.03.01 distinguish among all space awareness movement concepts for location, such as self-space, personal space, and general space.

K.MC.03.02 distinguish among all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise.

K.MC.03.03 distinguish among all space awareness movement concepts for levels, such as low, medium, and high.

K.MC.03.04 distinguish among all space awareness movement concepts for pathways, such as straight, curved, and zigzag.

K.MC.03.05 distinguish among all space awareness movement concepts for extensions, such as large/small and far/near.

Effort

Students will...

K.MC.03.06 distinguish among all effort movement concepts for time, such as fast/slow and sudden/sustained.

K.MC.03.07 distinguish among all effort movement concepts for force, such as strong and light.

K.MC.03.08 distinguish among all effort movement concepts for flow, such as bound and free.

Relationship

Students will...

K.MC.03.09 distinguish among all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical.

K.MC.03.10 distinguish among all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside.

K.MC.03.11 distinguish among all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups.

Motor Skills

Non-Manipulative

Students will...

K.MS.03.01 distinguish among the critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Locomotor

Students will...

K.MS.03.02 distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

Manipulative

Students will...

K.MS.03.03 distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.

K.MS.03.04 identify the critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike.

Aquatics

Students will...

K.AQ.03.01 identify all of the critical elements of selected aquatic skills: front float, back float, and recovery.

K.AQ.03.02 identify elements of safe water entry and exit (e.g., ladder, jumps, ramp, climbing, etc.).

K.AQ.03.03 identify the elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, etc.).

K.AQ.03.04 identify the elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).

K.AQ.03.05 identify the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim, etc.).

Outdoor Pursuits

Students will...

K.OP.03.01 describe selected aspects of the seven principles of Leave No Trace (PEAK version) in controlled settings.

K.OP.03.02 identify, incompletely and/or inconsistently, the nomenclatures of equipment and/or accessories associated with selected land or water-based outdoor pursuits.

K.OP.03.03 identify the function of clothing, equipment, and/or accessories associated with selected land or water-based outdoor pursuits.

K.OP.03.04 identify, incompletely and/or inconsistently, selected aspects of safety features of selected land or water-based outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.03.01 combine a variety of mature movement skills into a simple repeating rhythmic sequence.

Participation Inside/Outside of Physical Education

Students will...

K.PA.03.01 identify opportunities for physical activity within the school and community.

Health-Related Fitness

Students will...

K.HR.03.02 describe the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

K.HR.03.03 describe 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, etc.).

K.HR.03.04 describe the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.03.05 describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

K.AN.03.01 identify that physical activity and nutrition have effects 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 bone mass, etc.).

K.AN.03.02 describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.

K.AN.03.03 understand how supporting their own body weight, while participating in activities, improves physical fitness.

K.AN.03.04 identify non-manipulative activities that promote healthy joint flexibility.

Personal/Social Behaviors

Students will...

K.PS.03.01 identify a limited number of key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

K.PS.03.02 identify a limited number of key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

K.RP.03.01 identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.

K.RP.03.02 recognize the need to practice skills for which improvement is needed in isolated settings.

Social Benefits

Students will...

K.SB.03.01 identify a limited number of benefits of social interaction as part of participation in physical activities.

Individual Differences

Students will...

K.ID.03.01 choose to participate, inconsistently, with students of varying skill and fitness levels in isolated settings.

K.ID.03.02 identify, incompletely and inconsistently, differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

Feelings

Students will...

K.FE.03.01 identify a limited number of emotions related to how individuals feel while participating in physical activities.

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.03.01 participate regularly (i.e., a minimum of 50% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

A.PA.03.01 participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

Health-Related Fitness

Students will...

A.HR.03.02 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, etc.).

A.HR.03.03 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, etc.).

A.HR.03.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.03.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

Physical Activity and Nutrition

Students will...

A.AN.03.01 identify that physical activity and nutrition have effects 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 bone mass, etc.).

A.AN.03.02 utilize physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.

A.AN.03.03 support their own body weight while participating in activities that improve physical fitness.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

A.AN.03.04 participate in non-manipulative activities that promote healthy joint flexibility.

Feedback

Students will...

B.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.03.01 exhibit, inconsistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.

B.PS.03.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.

Regular Participation

Students will...

B.RP.03.01 identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.

B.RP.03.02 choose, inconsistently, to practice skills for which improvement is needed in isolated settings.

Social Benefits

Students will...

B.SB.03.01 identify a limited number of benefits of social interaction as part of participation in physical activities in isolated settings.

Individual Differences

Students will...

B.ID.03.01 participate, inconsistently, with students of varying skill and fitness levels in isolated settings.

B.ID.03.02 identify, incompletely and inconsistently, differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in isolated settings.

Feelings

Students will...

B.FE.03.01 identify a limited number of emotions related to how individuals feel while participating in physical activity in isolated settings.



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*

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

4

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.04.01 demonstrate all space awareness movement concepts for location, such as self-space, personal space, and general space with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhand throw) in controlled settings.

M.MC.04.02 demonstrate all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.03 demonstrate all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.04 demonstrate all space awareness movement concepts for pathways, such as straight, curved, and zigzag with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.05 demonstrate all space awareness movement concepts for extensions, such as large/small and far/near with mature forms of selected fundamental motor skills in controlled settings.

Effort

Students will...

M.MC.04.06 demonstrate all effort movement concepts for time, such as fast/slow and sudden/sustained with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.07 demonstrate all effort movement concepts for force, such as strong and light with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.08 demonstrate all effort movement concepts for flow, such as bound and free with mature forms of selected fundamental motor skills in controlled settings.

Relationships

Students will...

M.MC.04.09 demonstrate all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.10 demonstrate all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside with mature forms of selected fundamental motor skills in controlled settings.

M.MC.04.11 demonstrate all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups with mature forms of selected fundamental motor skills in controlled settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.04.01 demonstrate all elements of the mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.

Locomotor

Students will...

M.MS.04.02 demonstrate all elements of the mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.

Manipulative

Students will...

M.MS.04.03 demonstrate elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw in controlled settings.

M.MS.04.04 demonstrate elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in isolated settings.

M.MS.04.05 demonstrate selected incomplete and inconsistent elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and overhead pass in isolated settings.

M.MS.04.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.

Aquatics

Students will...

M.AQ.04.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolation.

M.AQ.04.02 demonstrate selected elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolation.

M.AQ.04.03 demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet in the water in isolation.

M.AQ.04.04 demonstrate locomotion, in a supine position, using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet in the water in isolation.

M.AQ.04.06 demonstrate capacity to jump or step from the side while wearing a life jacket and locomote to a position of safety in isolation.

Outdoor Pursuits

Students will...

M.OP.04.02 demonstrate incomplete and inconsistent elements of mature form in balancing, turning, throwing, pushing, pulling, manipulation, or appropriate motor skills and/or accessories related to selected land-based outdoor pursuits in isolated settings.

M.OP.04.03 demonstrate incomplete and inconsistent ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions in isolated settings.

Target Games

Students will...

M.TG.04.01 demonstrate incomplete and inconsistent use of selected tactical problems, such as accuracy in distance and direction during modified, unopposed target games.

Invasion Games

Students will...

M.IG.04.01 demonstrate incomplete and inconsistent use of selected tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).

Net/Wall Games

Students will...

M.NG.04.01 demonstrate incomplete and inconsistent use of selected tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

Striking/Fielding Games

Students will...

M.SG.04.01 demonstrate incomplete and inconsistent use of selected tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4, etc.).

Rhythmic Activities

Students will...

M.RA.04.01 demonstrate the reversal of rhythmic locomotor patterns and change of direction.

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.04.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Students will...

K.MC.04.01 apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.

K.MC.04.02 apply knowledge of critical elements of all movement concepts while performing non-manipulative skills in isolated settings.

K.MC.04.03 apply knowledge of critical elements of all movement concepts while performing selected manipulative skills, such as roll, underhand throw, and overhand throw in isolated settings.

K.MC.04.04 apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in isolated settings.

K.MC.04.05 apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in isolated settings.

Motor Skills

Non-Manipulative

Students will...

K.MS.04.01 apply selected critical elements of the following non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in isolated settings.

Locomotor

Students will...

K.MS.04.02 apply knowledge of selected critical elements of the movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in isolated settings.

Manipulative

Students will...

K.MS.04.03 apply knowledge of selected critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in isolated settings.

K.MS.04.04 apply knowledge of selected critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.

Aquatics

Students will...

K.AQ.04.01 describe the critical elements of selected aquatic skills: front float, back float, and recovery.

K.AQ.04.02 describe critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving, etc.).

K.AQ.04.03 describe critical elements of basic aquatic safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle, etc.).

K.AQ.04.04 describe all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).

K.AQ.04.05 describe all critical elements of how to use the knowledge of how to get help.

Outdoor Pursuits

Students will...

K.OP.04.01 distinguish among the seven principles of Leave No Trace (PEAK version).

K.OP.04.02 identify selected aspects of the nomenclatures of equipment and/or accessories associated with selected land or water-based outdoor pursuits.

K.OP.04.03 describe selected aspects of the function of clothing, equipment, and/or accessories associated with selected land or water-based outdoor pursuits.

K.OP.04.04 identify, incompletely and/or inconsistently, safety features of selected land or water-based outdoor pursuits.

K.OP.04.08 identify incomplete and/or inconsistent knowledge of Leave No Trace principles while performing selected land or water-based outdoor pursuits in isolated settings.

Target Games

Students will...

K.TG.04.01 identify selected tactical problems, such as accuracy in distance and direction, during modified, unopposed target games.

Invasion Games

Students will...

K.IG.04.01 identify selected use of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 2 vs. 2).

Net/Wall Games

Students will...

K.NG.04.01 identify selected tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

Striking/Fielding Games

Students will...

K.SG.04.01 use selected tactical problems such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object without a catcher, 4 vs. 4, etc.).

Rhythmic Activities

Students will...

K.RA.04.01 combine a variety of mature movement skills into a repeating rhythmic sequence.

Participation Inside/Outside of Physical Education

Students will...

K.PA.04.01 identify and participate in new physical activities.

Health-Related Fitness

Students will...

K.HR.04.02 understand the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test, etc.).

K.HR.04.03 understand 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, etc.).

K.HR.04.04 understand the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.04.05 understand the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

K.AN.04.01 describe selected effects that physical activity and nutrition have 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 bone mass, etc.).

K.AN.04.02 understand the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.

K.AN.04.03 explain how supporting their own body weight, while participating in activities, improves physical fitness.

K.AN.04.04 explain how non-manipulative activities promote healthy joint flexibility.

Personal/Social Behaviors

Students will...

K.PS.04.01 describe a limited number of key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.04.02 describe a limited number of key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

K.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

K.RP.04.02 understand the need to practice skills for which improvement is needed in isolated settings.

Social Benefits

Students will...

K.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.

Individual Differences

Students will...

K.ID.04.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.

K.ID.04.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

K.ID.04.03 choose to participate with students of varying skill and fitness levels in isolated settings.

Feelings

Students will...

K.FE.04.01 identify positive feelings associated with regular participation in physical activities.

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

A.PA.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 60% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

Health-Related Fitness

Students will...

A.HR.04.02 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, etc.).

A.HR.04.03 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, etc.).

A.HR.04.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.04.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

Physical Activity and Nutrition

Students will...

A.AN.04.01 describe selected effects that physical activity and nutrition have 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 bone mass, etc.).

A.AN.04.02 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

A.AN.04.03 support their own body weight while participating in activities that improve physical fitness.

A.AN.04.04 participate in non-manipulative activities that promote healthy joint flexibility.

Feedback

Students will...

B.FB.04.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.04.01 exhibit, inconsistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.04.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

B.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

B.RP.04.02 choose to practice skills for which improvement is needed in isolated settings.

Social Benefits

Students will...

B.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.

Individual Differences

Students will...

B.ID.04.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.

B.ID.04.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in isolated settings.

B.ID.04.03 participate with students of varying skill and fitness levels in isolated settings.

Feelings

Students will...

B.FE.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.

DRAFT



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*

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

5

PE
v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.05.01 demonstrate mature form and function of all space awareness movement concepts for location, such as self-space, personal space, and general space with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhand throw) in controlled settings.

M.MC.05.02 demonstrate mature form and function of all space awareness movement concepts for directions, such as up/down, forward/backward, right/left, and clockwise/counterclockwise with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.03 demonstrate mature form and function of all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.04 demonstrate mature form and function of all space awareness movement concepts for pathways, such as straight, curved, and zigzag with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.05 demonstrate mature form and function of all space awareness movement concepts for extensions, such as large/small and far/near with mature forms of selected fundamental motor skills in controlled settings.

Effort

Students will...

M.MC.05.06 demonstrate mature form and function of all effort movement concepts for time, such as fast/slow and sudden/sustained with mature forms of fundamental motor skills in controlled settings.

M.MC.05.07 demonstrate mature form and function of all effort movement concepts for force, such as strong and light with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.08 demonstrate mature form and function of all effort movement concepts for flow, such as bound and free with mature forms of selected fundamental motor skills in controlled settings.

Relationships

Students will...

M.MC.05.09 demonstrate mature form and function of all relationship movement concepts of body parts, such as round, narrow, wide, twisted, symmetrical, and nonsymmetrical with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.10 demonstrate mature form and function of all relationship movement concepts of objects and/or people, such as over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside with mature forms of selected fundamental motor skills in controlled settings.

M.MC.05.11 demonstrate mature form and function of all relationship movement concepts with people, such as leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups with mature forms of selected fundamental motor skills in controlled settings.

Motor Skills

Non-Manipulative

Students will...

M.MS.05.01 demonstrate all elements of the mature form of non-manipulative skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.

Locomotor

Students will...

M.MS.05.02 demonstrate all elements of the mature form of locomotor skills of walk, run, leap, jump, slide, gallop, hop, skip, flee, and dodge using movement concepts in controlled settings.

Manipulative

Students will...

M.MS.05.03 demonstrate all elements of the mature form of the manipulative skills of roll, underhand throw, and overhand throw using selected movement concepts in controlled settings.

M.MS.05.04 demonstrate all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in isolated settings.

M.MS.05.05 demonstrate incomplete and inconsistent elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.

M.MS.05.06 perform a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in a controlled setting.

Aquatics

Students will...

M.AQ.05.01 demonstrate all elements of mature form for the basic aquatic skills of front float, back float, and recovery in isolation.

M.AQ.05.02 demonstrate all elements of safe water entry and exit, independently, by jumping or stepping from the side safely in isolation.

M.AQ.05.03 demonstrate above water arm recovery and continuous kick with face in the water, breathing consistently to the side to swim 15 yards in the water in isolation.

M.AQ.05.04 demonstrate locomotion, in a supine position, using rudimentary body roll, above water arm recovery, arms enter at or above shoulder level with continuous kick 15 yards in the water in isolation.

M.AQ.05.06 demonstrate capacity to jump or step from the side while wearing a life jacket, demonstrate HELP and Huddle positions for one minute, and locomote to a position of safety.

Outdoor Pursuits

Students will...

M.OP.05.02 demonstrate incomplete and/or inconsistent elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected land or water-based outdoor pursuits in isolated settings.

M.OP.05.03 demonstrate selected elements of ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions in controlled settings.

Target Games

Students will...

M.TG.05.01 demonstrate incomplete and inconsistent use of tactical problems, such as accuracy in distance and direction during modified, unopposed target games.

Invasion Games

Students will...

M.IG.05.01 demonstrate incomplete and inconsistent use of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

Net/Wall Games

Students will...

M.NG.05.01 demonstrate incomplete and inconsistent use of tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

Striking/Fielding Games

Students will...

M.SG.05.01 demonstrate incomplete and inconsistent use of tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, stationary object, 5 vs. 5, etc.).

Rhythmic Activities

Students will...

M.RA.05.01 demonstrate complex rhythmic patterns traveling along a specified pathway (e.g., circle, zigzag, straight line).

**CONTENT
KNOWLEDGE**

Feedback

Students will...

K.FB.05.01 distinguish how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in isolated settings.

Movement Concepts

Students will...

K.MC.05.01 apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.

K.MC.05.03 apply knowledge of mature form and function of all space awareness movement concepts for levels, such as low, medium, and high with mature forms of selected fundamental motor skills in controlled settings.

K.MC.05.05 apply knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.

Motor Skills

Movement Concepts

Students will...

K.MS.05.01 apply knowledge of the selected critical elements of movement concepts while performing non-manipulative skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing in controlled settings.

Locomotor

Students will...

K.MS.05.02 apply knowledge of the critical elements of movement concepts while performing locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge in controlled settings.

Manipulative

Students will...

K.MS.05.03 apply knowledge of the critical elements of movement concepts while performing the following manipulative skills: roll, underhand throw, and overhand throw in controlled settings.

K.MS.05.04 apply knowledge of the critical elements of movement concepts while performing selected manipulative skills: catch, kick, foot dribble, strike with an implement and with the hand, chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in controlled settings.

K.MS.05.05 apply knowledge of movement concepts and skills to design a three-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

Aquatics

Students will...

K.AQ.05.01 distinguish between the critical elements of selected aquatic skills: front float, back float, and recovery.

K.AQ.05.02 distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving, etc.).

K.AQ.05.03 distinguish between all critical elements of basic selected aquatic safety rules (e.g., swim with a buddy, wear a life jacket, reach or throw don't go, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle, etc.).

K.AQ.05.04 distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking, etc.).

K.AQ.05.05 distinguish between all critical elements of how to get help in simulated emergency practice.

Outdoor Pursuits

Students will...

K.OP.05.01 apply knowledge of aspects of the seven principles of Leave No Trace (PEAK version) in controlled settings.

K.OP.05.02 identify the nomenclatures of equipment and/or accessories associated with selected outdoor pursuits in controlled settings.

K.OP.05.03 describe the function of clothing, equipment, and/or accessories associated with selected outdoor pursuits.

K.OP.05.04 describe selected aspects of safety features of land or water-based outdoor pursuits.

K.OP.05.06 identify, incompletely and/or inconsistently, governmental, non-profit, and/or private areas used for outdoor pursuits.

K.OP.05.07 distinguish between appropriate and inappropriate resource-related behaviors in selected land or water-based outdoor pursuits.

K.OP.05.08 identify several key behaviors which exemplify safe outdoor practices and/or decision-making skills.

Target Games

Students will...

K.TG.05.01 identify tactical problems, such as accuracy in distance and direction, during modified, unopposed target games.

Invasion Games

Students will...

K.IG.05.01 identify use of tactical problems for both on-the-ball and off-the-ball movements for maintaining possession (e.g., passing, receiving), penetration/attack (e.g., shooting, moving with the object), and starting/restarting play (e.g., kick-off, throw-ins) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

Net/Wall Games

Students will...

K.NG.05.01 identify tactical problems, such as maintaining a rally, setting up an attack (e.g., opening up to teammates), and defending space (e.g., returning to base) during modified, cooperative net/wall games.

Striking/Fielding Games

Students will...

K.SG.05.01 use tactical problems, such as on-the-object problems of infield base positions and off-the-object problems of defending space and defending bases during modified striking/fielding games (e.g., strike a stationary object, 5 vs. 5, etc.).

Rhythmic Activities

Students will...

K.RA.05.01 integrate basic rhythmic formations, positions, and steps into a rhythmic activity.

Participation Inside/Outside of Physical Education

Students will...

K.PA.05.01 explain the effects and benefits of physical activity.

Health-Related Fitness

Students will...

K.HR.05.02 predict their own 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, etc.).

K.HR.05.03 predict their own 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, etc.).

K.HR.05.04 predict their own results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.05.05 predict their own results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

Physical Activity and Nutrition

Students will...

K.AN.05.01 describe effects that physical activity and nutrition have 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 bone mass, etc.).

K.AN.05.02 measure the physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in controlled settings.

K.AN.05.03 evaluate how supporting their own body weight, while participating in activities, improves physical fitness.

K.AN.05.04 evaluate how non-manipulative activities promote healthy joint flexibility.

Personal/Social Behaviors

Students will...

K.PS.05.01 distinguish between key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.05.02 distinguish between key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

K.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.

K.RP.05.02 describe the need to practice skills for which improvement is needed in controlled settings.

Social Benefits

Students will...

K.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.

Individual Differences

Students will...

K.ID.05.01 choose to participate, willingly, with students of varying skill and fitness levels in dynamic settings.

K.ID.05.02 identify differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

K.ID.05.03 choose to participate, willingly, with students of varying skill and fitness levels in controlled settings.

**FITNESS AND
PHYSICAL
ACTIVITY**

Feelings

Students will...

K.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity.

**Participation During
Physical Education**

Students will...

A.PE.05.01 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, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

A.PA.05.01 participate in physical activities that are 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) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

Health-Related Fitness

Students will...

A.HR.05.02 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, etc.).

A.HR.05.03 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, etc.).

A.HR.05.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.05.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

Physical Activity and Nutrition

Students will...

A.AN.05.01 describe effects that physical activity and nutrition have 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 bone mass, etc.).

A.AN.05.02 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.

A.AN.05.03 support their own body weight while participating in activities that improve physical fitness.

A.AN.05.04 participate in non-manipulative activities that promote healthy joint flexibility.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

B.FB.05.01 distinguish how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.

Personal/Social Behaviors

Students will...

B.PS.05.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.05.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

B.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.

B.RP.05.02 choose to practice skills for which improvement is needed in controlled settings.

Social Benefits

Students will...

B.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.

Individual Differences

Students will...

B.ID.05.01 participate, willingly, with students of varying skill and fitness levels in controlled settings.

B.ID.05.02 identify differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in controlled settings.

B.ID.05.03 participate, willingly, with students of varying skill and fitness levels in controlled settings.

Feelings

Students will...

B.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

6

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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.



MICHIGAN
Department of
Education

Grants Coordination and
School Support

www.michigan.gov/mde

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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • 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.06.01 demonstrate mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhead throw) in modified, dynamic settings.

Motor Skills

Manipulative

Students will...

M.MS.06.04 demonstrate elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in controlled settings.

M.MS.06.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.

M.MS.06.06 perform a four-element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) in controlled settings.

Aquatics

Students will...

M.AQ.06.01 demonstrate selected elements of mature form for the basic aquatic skills of front crawl and backstroke in controlled settings.

M.AQ.06.02 demonstrate selected elements of mature form of safe water entry by jumping into shallow water in controlled settings.

M.AQ.06.07 demonstrate selected elements of how to assist a distressed swimmer in isolated settings.

M.AQ.06.08 demonstrate selected elements of how to get help and how to assist a choking victim in isolated settings.

Outdoor Pursuits

Students will...

M.OP.06.02 demonstrate select elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected land or water-based outdoor pursuits in controlled settings.

M.OP.06.03 demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions in controlled settings.

M.OP.06.04 demonstrate incomplete and/or inconsistent ability to safely manipulate or use equipment and/or accessories related to selected outdoor pursuits in controlled settings.

Target Games

Students will...

M.TG.06.01 demonstrate selected elements of mature form of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position, etc.) during modified, unopposed target games.

Invasion Games

Students will...

M.IG.06.01 demonstrate 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 3 vs. 3).

M.IG.06.02 demonstrate 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. 3).

Net/Wall Games

Students will...

M.NG.06.01 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) 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).

M.NG.06.02 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).

Striking/Fielding Games

Students will...

M.SG.06.01 demonstrate incomplete and inconsistent use of selected 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, etc.).

**CONTENT
KNOWLEDGE**

Rhythmic Activities

Students will...

M.RA.06.01 demonstrate two rhythms, simultaneously, in two different parts of the body.

Feedback

Students will...

K.FB.06.01 describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.

Movement Concepts

Students will...

M.MC.06.01 apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.

K.MC.06.03 apply knowledge of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in controlled settings.

Motor Skills

Students will...

K.MS.06.05 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.

Aquatics

Students will...

K.AQ.06.01 apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

K.AQ.06.02 apply knowledge of critical elements of safe water entry and exit in isolated settings.

K.AQ.06.03 apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.

K.AQ.06.04 apply knowledge of critical elements of assisting a choking victim in controlled settings.

K.AQ.06.05 apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.

Outdoor Pursuits

Students will...

K.OP.06.01 apply knowledge of selected aspects of the seven principles of Leave No Trace (Adult version) in controlled settings.

K.OP.06.02 describe selected aspects of the nomenclatures of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.

K.OP.06.03 distinguish between the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits.

K.OP.06.04 apply knowledge of safety features of land or water-based outdoor pursuits in controlled settings.

K.OP.06.05 identify selected elements of decision-making skills related to engaging in outdoor pursuits.

K.OP.06.06 identify a few governmental, non-profit, and/or private areas used for outdoor pursuits.

K.OP.06.07 describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits.

K.OP.06.08 apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in isolated settings.

K.OP.06.09 apply, incompletely and/or inconsistently, knowledge of safety and decision-making skills while participating in selected outdoor pursuits in isolated settings.

K.OP.06.10 identify several key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.

Target Games

Students will...

K.TG.06.01 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. 1, unopposed target games.

Invasion Games

Students will...

K.IG.06.01 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 3 vs. 3).

K.IG.06.02 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. 3).

Net/Wall Games

Students will...

K.NG.06.01 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 1 vs. 1 to 3 vs. 3).

K.NG.06.02 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 1 vs. 1 to 3 vs. 3).

Striking/Fielding Games

Students will...

K.SG.06.01 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, etc.).

Rhythmic Activities

Students will...

K.RA.06.01 integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.

Participation Inside/Outside of Physical Education

Students will...

K.PA.06.01 compare and contrast physical activities for intensity and skill level.

Health-Related Fitness

Students will...

K.HR.06.02 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, etc.).

K.HR.06.03 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 Arm Hang, etc.).

K.HR.06.04 use the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.06.05 use the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

K.HR.06.06 identify a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.

K.HR.06.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

K.HR.06.08 understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

Students will...

K.AN.06.01 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 bone mass, etc.).

K.AN.06.02 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.

Personal/Social Behaviors

Students will...

K.PS.06.01 explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

K.PS.06.02 explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

K.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.

K.RP.06.02 explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

Social Benefits

Students will...

K.SB.06.01 use, occasionally, physical activity as a positive opportunity for social interaction in controlled settings.

Individual Differences

Students will...

K.ID.06.01 choose to participate with students of varying skill and fitness levels in dynamic settings.

K.ID.06.02 understand differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

K.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.

**FITNESS AND
PHYSICAL
ACTIVITY**

Feelings

Students will...

K.FE.06.01 identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

**Participation During
Physical Education**

Students will...

A.PE.06.01 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, and fitness-related activities inside physical education.

**Participation Outside of
Physical Education**

Students will...

A.PA.06.01 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.

Health-Related Fitness

Students will...

A.HR.06.02 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, etc.).

A.HR.06.03 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, etc.).

A.HR.06.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.06.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

A.HR.06.06 identify a plan for improving or maintaining their health-related fitness status with assistance from the teacher.

A.HR.06.07 self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

A.HR.06.08 identify the principles of training (frequency, intensity, type, time, overload, specificity).

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Physical Activity and Nutrition

Students will...

A.AN.06.01 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 bone mass, etc.).

A.AN.06.02 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) with internal or external feedback.

Feedback

Students will...

B.FB.06.01 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.

Personal/Social Behaviors

Students will...

B.PS.06.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.06.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

B.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.

B.RP.06.02 choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.

Social Benefits

Students will...

B.SB.06.01 recognize, occasionally, physical activity as a positive opportunity for social interaction in controlled settings.

Individual Differences

Students will...

B.ID.06.01 participate with students of varying skill and fitness levels in controlled settings.

B.ID.06.02 accept differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in controlled settings.

B.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.

Feelings

Students will...

B.FE.06.01 identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS



MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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.07.01 demonstrate mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhead throw) in modified, dynamic settings.

Motor Skills

Manipulative

Students will...

M.MS.07.04 demonstrate all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in controlled settings.

M.MS.07.05 demonstrate all elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in isolated settings.

M.MS.07.06 perform a four-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

Aquatics

Students will...

M.AQ.07.01 demonstrate elements of mature form for the basic aquatic skills of front crawl, backstroke, and breaststroke in controlled settings.

M.AQ.07.02 demonstrate selected elements of mature form of safe water entry by jumping into mid-depth water in controlled settings.

M.AQ.07.07 demonstrate selected elements of how to assist a distressed swimmer in controlled settings.

M.AQ.07.08 demonstrate selected elements of how to get help and how to assist a choking victim in controlled settings.

Outdoor Pursuits

Students will...

M.OP.07.02 demonstrate elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected land or water-based outdoor pursuits in controlled settings.

M.OP.07.03 demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions with external feedback in controlled settings.

M.OP.07.04 demonstrate selected elements of ability to safely manipulate or use equipment and/or accessories related to selected outdoor pursuits in controlled settings.

M.OP.07.05 demonstrate selected elements of ability to make minor repairs on equipment and/or accessories related to selected outdoor pursuits in controlled settings.

Target Games

Students will...

M.TG.07.01 demonstrate use of mature form of tactical skills, such as accuracy in distance and direction (e.g., reducing number of shots, implement selection, set up routine) during modified, unopposed target games.

M.TG.07.02 demonstrate incomplete and inconsistent use of selected 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...

M.IG.07.01 demonstrate use 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).

M.IG.07.02 demonstrate 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), 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.07.01 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) 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).

M.NG.07.02 demonstrate 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) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

Striking/Fielding Games

Students will...

M.SG.07.01 demonstrate elements of selected 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 on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).

CONTENT KNOWLEDGE	<p>Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.07.01 create rhythmic movement patterns with pathways with a partner to different musical rhythms.</p>
	<p>Feedback</p> <p><i>Students will...</i></p> <p>K.FB.07.01 apply selected 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>M.MC.07.01 apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.</p> <p>K.MC.07.03 apply knowledge of selected movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding in modified games and outdoor activities in dynamic settings.</p>
	<p>Motor Skills</p> <p><i>Students will...</i></p> <p>K.MS.07.05 apply knowledge of selected movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in modified, dynamic settings.</p>
	<p>Aquatics</p> <p><i>Students will...</i></p> <p>K.AQ.07.01 apply knowledge of selected critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.</p> <p>K.AQ.07.02 apply knowledge of selected critical elements of safe water entry and exit in controlled settings.</p> <p>K.AQ.07.03 apply knowledge of selected critical elements of assisting a distressed swimmer in controlled settings.</p> <p>K.AQ.07.04 apply knowledge of selected critical elements of assisting a choking victim in controlled settings.</p> <p>K.AQ.07.05 apply knowledge of selected critical elements of how to get help in simulated emergency practice in controlled settings.</p>

Outdoor Pursuits

Students will...

K.OP.07.01 apply knowledge of selected aspects of the seven principles of Leave No Trace (Adult version) in dynamic settings.

K.OP.07.02 distinguish between selected aspects of the nomenclatures of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.

K.OP.07.03 apply knowledge of selected aspects of the function of equipment and/or accessories associated with selected land or water-based outdoor pursuits in controlled settings.

K.OP.07.04 apply knowledge of selected aspects of safety features of land or water-based outdoor pursuits in controlled settings.

K.OP.07.05 apply elements of decision-making skills related to engaging in outdoor pursuits.

K.OP.07.06 identify several governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.

K.OP.07.07 distinguish between selected appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.

K.OP.07.08 apply knowledge of selected Leave No Trace principles while performing selected outdoor pursuits in controlled settings.

K.OP.07.09 apply knowledge of selected safety and decision-making skills while performing selected outdoor pursuits in controlled settings.

K.OP.07.10 identify key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled settings.

Target Games

Students will...

K.TG.07.01 describe 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 modified, 1 vs. 1, opposed target games.

K.TG.07.02 describe 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.07.01 describe 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.07.02 describe 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), 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...

K.NG.07.01 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, 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 1 vs. 1 to 3 vs. 3).

K.NG.07.02 distinguish among 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 1 vs. 1 to 3 vs. 3).

Striking/Fielding Games

Students will...

K.SG.07.01 distinguish among 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 on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).

Rhythmic Activities

Students will...

K.RA.07.01 assess complex, creative rhythmic formations, positions, and steps.

Participation Inside/Outside of Physical Education

Students will...

K.PA.07.01 explain the relationship between physical activity and lifelong health.

Health-Related Fitness

Students will...

K.HR.07.02 plan a course of action to 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, etc.).

K.HR.07.03 plan a course of action to 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, etc.).

K.HR.07.04 plan a course of action to meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.07.05 plan a course of action to meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

K.HR.07.06 develop a plan for improving or maintaining their own health-related fitness status with assistance from the teacher.

K.HR.07.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

K.HR.07.08 understand how to describe the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

Students will...

K.AN.07.01 evaluate the effects of physical activity and nutrition on the body with teacher guidance.

K.AN.07.02 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) with teacher guidance.

Personal/Social Behaviors

Students will...

K.PS.07.01 compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.PS.07.02 compare 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.07.01 choose to participate in activities that are personally challenging in dynamic settings.

K.RP.07.02 explain why to choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.

Social Benefits

Students will...

K.SB.07.01 use, often, physical activity as a positive opportunity for social interaction in dynamic settings.

Individual Differences

Students will...

K.ID.07.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.

K.ID.07.02 examine a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills.

K.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.

Feelings

Students will...

K.FE.07.01 examine some indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

**FITNESS and
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.07.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 65% 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, and fitness-related activities inside physical education.

**Participation Outside of
Physical Education**

Students will...

A.PA.07.01 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.

Health-Related Fitness

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, etc.).

A.HR.07.03 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, etc.).

A.HR.07.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

A.HR.07.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

A.HR.07.06 develop a plan for improving or maintaining their health-related fitness status with assistance from the teacher.

A.HR.07.07 self-assess their own health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.

A.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

Students will...

A.AN.07.01 monitor the effects of physical activity and nutrition on the body with teacher guidance.

A.AN.07.02 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) with teacher guidance.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

B.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

Personal/Social Behaviors

Students will...

B.PS.07.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.

B.PS.07.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

B.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.

B.RP.07.02 choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.

Social Benefits

Students will...

B.SB.07.01 recognize, often, physical activity as a positive opportunity for social interaction in dynamic settings.

Individual Differences

Students will...

B.ID.07.01 participate with community members of varying skill and fitness levels in dynamic settings.

B.ID.07.02 accept a limited number of differences between idealized body images and elite performances portrayed by the media and their own personal characteristics and skills in controlled settings.

B.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.

Feelings

Students will...

B.FE.07.01 exhibit some indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*

GRADE LEVEL CONTENT EXPECTATIONS

8

PE

v.09.07

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL 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.



MICHIGAN
Department of
Education

Grants Coordination and
School Support

www.michigan.gov/mde

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 should address three critical areas: curriculum, instruction, and assessment.

*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.

Curriculum:

- Has a curriculum 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 (MB, MX, SP endorsements).
- 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.

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:

1. Motor Skills demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Cognitive Concepts demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
3. Motor Skills participates regularly in lifelong physical activity.
4. Physical Fitness achieves and maintains a health-enhancing level of physical fitness.
5. Personal and Social Character Traits exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Personal and Social Character Traits values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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

Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 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-Manipulative • 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-Manipulative • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - 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 mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, overhead throw) in modified, dynamic settings.

Motor Skills

Manipulative

Students will...

M.MS.08.04 apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and an implement in controlled settings.

M.MS.08.05 demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, 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.08.01 demonstrate all elements of mature form for the basic aquatic skills of front crawl, backstroke, and breaststroke in controlled settings.

M.AQ.08.02 demonstrate all elements of mature form of safe water entry by jumping into deep water in controlled settings.

M.AQ.08.07 demonstrate all elements of how to assist a distressed swimmer in controlled settings.

M.AQ.08.08 demonstrate all elements of how to get help and how to assist a choking victim in controlled settings.

Outdoor Pursuits

Students will...

M.OP.08.02 demonstrate all elements of mature form in balancing, turning, swinging, pushing, pulling, throwing, manipulation, or appropriate motor skills when using equipment and/or accessories related to selected outdoor pursuits in controlled settings.

M.OP.08.03 demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuits and outdoor conditions in controlled settings.

M.OP.08.04 demonstrate ability to safely manipulate or use equipment and/or accessories related to selected outdoor pursuits in controlled settings.

M.OP.08.05 demonstrate ability to make appropriate repairs and/or adjustments on equipment and/or accessories related to selected outdoor pursuits in controlled settings.

Target Games

Students will...

M.TG.08.01 demonstrate 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.

M.TG.08.02 demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, unopposed target games.

Invasion Games

Students will...

M.IG.08.01 demonstrate 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).

M.IG.08.02 demonstrate all 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), 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 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 to 3 vs. 3).

	<p>Striking/Fielding Games</p> <p><i>Students will...</i></p> <p>M.SG.08.01 demonstrate 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).</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, etc.).</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.08.01 apply knowledge of mature form and function of all space awareness movement concepts with mature forms of non-manipulative, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in modified, dynamic settings.</p> <p>K.MC.08.03 apply knowledge of movement concepts while performing non-manipulative 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 modified, dynamic settings.</p>
	<p>Aquatics</p> <p><i>Students will...</i></p> <p>K.AQ.08.01 apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.</p> <p>K.AQ.08.02 apply knowledge of critical elements of safe water entry and exit in controlled settings.</p>

K.AQ.08.03 apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.

K.AQ.08.04 apply knowledge of critical elements of assisting a choking victim in controlled settings.

K.AQ.08.05 apply knowledge of critical elements of how to get help in simulated emergency practice in controlled settings.

Outdoor Pursuits

Students will...

K.OP.08.01 apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings.

K.OP.08.02 distinguish between selected aspects of the nomenclatures of equipment and/or accessories associated with selected outdoor pursuits in controlled settings.

K.OP.08.03 apply knowledge of the function of equipment and/or accessories associated with selected outdoor pursuits in controlled settings.

K.OP.08.04 apply knowledge of safety features of land or water-based 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 controlled settings.

K.OP.08.08 apply knowledge of Leave No Trace principles while participating in selected outdoor pursuits in controlled settings.

K.OP.08.09 apply knowledge of safety and decision-making skills while performing selected outdoor pursuits in controlled settings.

K.OP.08.10 apply key behaviors which exemplify safe outdoor practices and/or decision-making skills in controlled 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 their own 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, etc.).

K.HR.08.03 describe their own 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, etc.).

K.HR.08.04 describe their own results for the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch, etc.).

K.HR.08.05 describe their own results for the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing, etc.).

K.HR.08.06 develop and implement a plan for improving or maintaining their own 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 regularly outside of physical education for personal enjoyment and benefit in dynamic settings.

	<p>Social Benefits</p> <p><i>Students will...</i></p> <p>K.SB.08.01 use, always, physical activity as a positive opportunity for social interaction in dynamic settings.</p>
	<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 their own personal characteristics and skills.</p> <p>K.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.</p>
<p>FITNESS AND PHYSICAL ACTIVITY</p>	<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> <p>Participation During Physical Education</p>
	<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, and fitness-related activities inside physical education.</p> <p>Participation Outside of Physical Education</p>
	<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>

Health-Related Fitness

Students will...

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, etc.).

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, etc.).

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, etc.).

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, etc.).

A.HR.08.06 develop and implement a plan for improving or maintaining their health-related fitness status with assistance from the teacher.

A.HR.08.07 self-assess their own 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 the effects of physical activity and nutrition on the body.

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).

PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES

Feedback

Students will...

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

B.PS.08.02 exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.

Regular Participation

Students will...

B.RP.08.01 choose to participate 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, always, physical activity as a positive opportunity for social interaction in dynamic settings.

Individual Differences

Students will...

B.ID.08.01 participate with community members of varying 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 their own 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 controlled settings.



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*

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

Bo Shen, *Wayne State 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*

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*