STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 24, 2008

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of Revised Michigan Merit Curriculum Credit Guidelines for Physical Education

The Revised Michigan Merit Curriculum Credit Guidelines for Physical Education (Appendix B) are being offered for approval. The Revised Michigan Merit Curriculum Credit Guidelines for Physical Education were presented to the State Board of Education at its October 2007 meeting for public review. A public on-line review of this document occurred from October 2007 through January 2008. Changes to the document were made from Board comments and suggestions, and from the public review responses.

The review and feedback changes to the Revised Michigan Merit Curriculum Credit Guidelines for Physical Education include improvements to the organizational chart (see page 13) for enhanced clarity of the subject presented. Two additional tables were incorporated into the document: (1) a table with the list of activities teachers may choose from, at the high school level (see page 10); and (2) a sample structure or model for meeting the physical education graduation requirement (see page 11). The document was reviewed for consistency in language, clarification, and references to levels of developmental performance. (See Appendix A for further clarification and changes.)

The Revised Michigan Merit Curriculum Credit Guidelines for Physical Education reflect best practice, current research, and provide a set of clear and rigorous expectations for all students. These guidelines are directly aligned with national expectations and outcomes of a quality physical education program. 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.

It is recommended that the State Board of Education approve the Revised Michigan Merit Curriculum Credit Guidelines for Physical Education, as attached to the Superintendent's memorandum dated March 24, 2008.

Attachments

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Appendix A

Summary of Changes to the October 2007 Physical Education MMC & GLCE Documents

(per Public Feedback and Reviews)

- Grammar and consistency of language was reviewed and modified.

- The expectations and the Levels of Developmental Performance were compared and aligned for developmental appropriateness. To view this progression, review one expectation from grades K-8, M.MC.00.01 through M.MC.08.01, on page 5 of each of the individual grade level documents.

- The words 'their own' were removed from the document. For an example, please see page 10 of the 6th grade document, K.HR.06.06.

- The strands were removed from the standards chart for clarity. An updated standards chart may be found on page 3 of the Kindergarten document.

- The activities table, Table 2 located on page 10, was added to the MMC document as a resource.

- The standards were added to the organizational chart, Table 4 on page 13, for a clearer picture of the organization of the MCC document.

- The word 'module' was removed from the individual activity sections of the document to better align with the wording used in the narrative. Please see page 15 of the MMC document for an example.

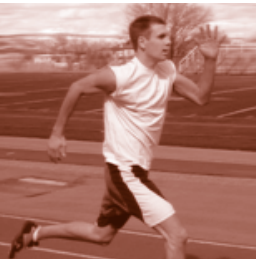
- A sample structure for meeting the high school physical education requirements was added to the high school document. Please see Table 3, located on page 11, of the MMC document.

- The word 'non-manipulative' was replaced with 'non-locomotor' throughout the documents. Please see page 5 of the Kindergarten document, M.MS.00.01, for an example.

- Formatting was reviewed to assure consistency with the Office of School Improvement curriculum documents. The same template was used.

Michigan Merit Curriculum

Credit Guidelines



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1 Credit Physical Education/Health

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Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments, and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the state Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the guidelines.

How must schools organize courses to provide "one credit in physical education and health"?

Schools have flexibility in how they meet the requirements to provide "one credit in physical education and health." The following guidelines will assist districts in determining how to be flexible while remaining within the law. Districts must ensure that:

- The guidelines for both physical education and health are addressed in the required content; and
- Those teaching physical education have a teaching endorsement that qualifies them to teach physical education; and those teaching health education have a teaching endorsement that qualifies them to teach health.

Many districts will find that the simplest solution is to offer a semester of physical education and a semester of health to meet the requirement. Districts may, of course, exceed the requirement.

Curriculum Unit Design

Physical education is a sequential educational program that provides students with the knowledge, skills, fitness, and attitudes needed to lead a healthy lifestyle.

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

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

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

Based on the Michigan State Board of Education Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program addresses three critical issues: curriculum, instruction and assessment, in conjunction with an opportunity to learn and should include the following components listed on page 5.

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

- Builds students' confidence and competence in physical abilities.
- Includes students of all abilities and skill levels.

Relevance

In 1996, the Surgeon General of the United States identified physical activity as "Public Health Problem #1." This "problem" has produced several health issues among children, adolescents, and adults. Cases of obesity and diabetes are increasing at alarming rates. Clearly, the importance of effective physical education courses is critical to the total development of the students in Michigan.

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.

Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment of learning and assessment for learning are essential. Classroom assessments provide teachers with information they need to make informed instructional decisions and be more responsive to students. Engagement empowers students to take ownership of their learning and builds confidence in their learning ability over time.

Sound assessments:

- align with learning goals.
- vary in type and format.
- use authentic performance tasks.
- use criteria scoring tools, such as rubrics or exemplars.
- validate the acquisition of transferable knowledge.
- give insight into students' thinking processes.
- cause students to use higher level thinking skills.
- address guiding questions and identified skills and processes.
- provide informative feedback for teachers and students.
- ask students to reflect on their learning.

Content Standards

Physical education is a sequential, developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. All students will show competence in the following six physical education content standards:

Standard 1 - Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3 - Participate regularly in lifelong physical activity.

Standard 4 - Achieve and maintain a health-enhancing level of physical fitness.

Standard 5 - Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6 - Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Introduction to Physical Education Credit Guidelines

The credit guidelines are aligned to the Michigan K-12 Physical Education Content Standards and Benchmarks and are specific to high school. These core state documents remain available to guide and support curriculum development at the local level.

The guidelines for the physical education portion of the one credit graduation requirement in physical education/health describe four strands within the physical education process:

- Motor Skills and Movement Patterns,
- Content Knowledge,
- Fitness and Physical Activity, and
- Personal/Social Behaviors and Values.

The credit guidelines specified in this document should be used, as determined by each individual district high school physical education curriculum, to meet the physical education portion of the one credit in physical education/health graduation requirement.

In Michigan, the National Association for Sport and Physical Education (NASPE) standards for physical education (2004) have been adopted. According to NASPE Standard 1:

> "High school students select a few activities for regular participation within which more advanced skills are mastered. In preparation for adulthood, students acquire the skills to participate in a wide variety of leisure and work-related physical activities."

NASPE Standard 1, student expectation for grades 9-12, states that high school students should be able to demonstrate the ability to perform advanced skills and tactics in at least three activities from different categories. Also, students should be able to demonstrate basic skills and tactics in five additional activities from at least three categories.

Accordingly, the Michigan high school physical education requirement incorporates the following three components:

1) a health-related fitness component,

2) advanced skills and tactics in three activities** from three categories*, and

3) basic skills and tactics in five additional activities from three categories.

* See Table 1

** See Table 2

The high school physical education expectations have been organized/grouped into the activity categories listed in Table 1 on page 10. The skills and content addressed in these guidelines will, in practice, be woven together, along with knowledge, skills, and attitudes gained in the students previous K-8 physical education programs, into a coherent and dynamic physical education curriculum.

Table 1 - Categories

Health-Related Fitness (required category) **Aquatics** **Net/Wall Games** **Target Games** **Invasion Games** **Striking/Fielding Games** **Outdoor Pursuits** **Rhythmic Activities**

Table 2 - Sample Activities Within Each Category

Health-Related Fitness	Aerobic Activities: basic, power, & race walking Strength Activities: basic lifting skills, spotting, safety Flexibility Exercise: bands, tubing, focused stretching Nutrition Concepts
Aquatics	Fitness, Swimming, Racing, Water Polo, Synchronized Swimming, Diving, Water Aerobics, Snorkeling, SCUBA Diving, Canoeing, Kayaking, Sailing, Lifeguard/Guard Start
Net/Wall	Tennis, Volleyball, Racquet Ball, Badminton, Pickleball
Target	Golf, Bowling, Archery, Bocce Ball, Disc Golf
Invasion	Football, Soccer, Basketball, Lacrosse, Field Hockey, Team Handball, Speedball, Ultimate Frisbee
Striking/ Fielding	Softball, Baseball, Cricket
Outdoor Pursuits	Hiking, Backpacking, Orienteering, Geocacheing, Wall/ Rock Climbing, Ropes Course, Cross-Country Skiing, Snowshoeing, Mountain Biking, Rollerblading
Rhythmic Activities	Jump Rope, Social Dance, Aerobics, Tumbling, Step Aerobics, Dance, Dance Revolution

Table 3 - Example Structure for Meeting the High School Physical Education Requirement

Required Components	**Categories**	**Activities**
1. Health-Related Fitness	*Health-Related Fitness = One category*	Circuit Fitness = Including skills associated with flexibility, cardiovascular endurance, and strength.
2. Advanced Skills & Tactics	**Three Categories**	**Three Activities**
For example, a teacher may decide to fill the requirements by teaching the following:	*Health-Related Fitness = One category*	Basic Aerobics = The first of the three required activities.
	Net/wall = Second category	*Tennis: serve = The second of the three required activities.*
	Invasion = Third category	*Ultimate Frisbee: backhand throw = The third of the three required activities.*
3. Basic Skills & Tactics	**Three Categories**	**Five Activities**
For example, a teacher may decide to fill the requirements by teaching the following:	*Health-Related Fitness = One category*	*Basic lifting skills = The first of the five required activities.*
	Net/wall = Second category	*Badminton: forehand= The second of the five required activities.*
		Tennis: forehand = The third of the five required activites.
	Invasion = Third category	*Ultimate Frisbee: one hand catch = The fourth of the five required activities.*
	Note: Same categories chosen for Advanced Skills & Tactics may be used for Basic Skills & Tactics.	*Speedball: kip-up = The fifth of the five required activities.*

Thus, the primary focus of the required physical education course should be directed toward achievement of and maintenance of health-related fitness along with student selection of activities for regular participation for adulthood. In addition to the physical education requirement, districts and schools are strongly encouraged to offer a variety of activity courses as electives to physical education programs.

These credit guidelines can be easily adapted to a specific course of instruction that meets the (3) requirements listed above and for level of student proficiency.

Each student must satisfactorily master the guidelines specified in this document, through one or more courses, to meet the physical education portion of the one credit in physical education/health graduation requirement utilizing the high school expectations as determined by the districts course(s) curriculum.

Understanding the Organizational Structure

The high school content expectations are organized into the eight activity categories listed in Table 1 on page 10 and are divided into strands with multiple domains within each, as shown in Table 4 on page 13.

To allow for ease in referencing expectations, each expectation has been coded with a strand, standard, domain, and an expectation number.

For example, A.1.HR.1 indicates:

- **A** - Fitness and Physical Activity Strand
- **1** - Standard One
- **HR** - Health-Related Fitness Domain
- **1** - First Expectation in the Fitness and Physical Activity Domain

Table 4 - Organizational Chart

Strands			
Motor Skills and Movement Patterns (M)	Content Knowledge (K)	Fitness and Physical Activity (A)	Personal/Social Behaviors and Values (B)
Standards			
Standards 1, 3	Standard 2	Standard 4	Standards 5, 6
Domains			
- Movement Concepts (MC) • Space Awareness • Effort • Relationships - Motor Skills (MS) • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA)	- Feedback (FB) - Movement Concepts (MC) • Space Awareness • Effort • Relationships - Motor Skills (MS) • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/ Fielding Games (SG) - Rhythmic Activities (RA)	- Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN)	- Feedback (FB) - Personal/ Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)

Table 4 Continued

Strands			
Motor Skills and Movement Patterns (M)	Content Knowledge (K)	Fitness and Physical Activity (A)	Personal/Social Behaviors and Values (B)
Standards			
Standards 1, 3	Standard 2	Standard 4	Standards 5, 6
Domains			
	- 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)		
It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.			

Health-Related Fitness Required Category

This course is designed to provide students with the opportunity to assess general health-related physical fitness (cardiorespiratory endurance, strength, flexibility, and body composition), increase general knowledge about health-related fitness, and develop the basic aerobic capacity that will allow safe participation in community recreation settings.

Content will include: 1) aerobic activities, such as fitness walking (basic, power, and race walking techniques), jogging, and circuit fitness (toning); 2) strength activities, such as basic lifting skills, spotting, and safety; 3) flexibility, such as exercise bands, tubing, and focused stretching activities; and 4) nutrition concepts. Students will develop a plan for maintenance of personal physical fitness through conditioning activities by the end of the course.

It is recommended that the required category be the primary focus during one-third of the required physical education course. For example, three weeks of a nine-week course or six weeks of an eighteen-week course would be allocated to this required category. An alternative method would be to incorporate the required category across a nine or eighteen-week period, devoting one-third of the daily class activities.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in health-related fitness by demonstrating proficiency in all of the following expectations.

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

Health-Related Fitness Core Content Expectations

A.3.PA.1 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 75% 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.

A.4.HR.2 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.4.HR.4 Meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.4.HR.5 Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness.

A.4.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.

A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).

A.4.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.

A.4.AN.4 Analyze and 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).

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.HR.2 Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.2.HR.3 Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

K.2.HR.4 Evaluate flexibility levels using the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

K.2.HR.5 Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

K.2.HR.6 Develop and implement a plan for improving or maintaining health-related fitness status.

K.2.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.

K.2.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).

K.2.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body.

K.2.AN.2 Analyze and 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).

K.2.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.

K.2.ID.1 Choose to participate with community members of varying skill and fitness levels in dynamic settings.

B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.

B.6.ID.1 Participate and demonstrate respect for community members of varying skill and fitness levels in dynamic settings.

Aquatics

Aquatics is a broad term used for activities done in or on the water. Among these are many lifelong and competitive activities, such as fitness swimming (laps), racing, water polo, synchronized swimming, diving (springboard and platform), water aerobics, snorkeling, SCUBA diving, canoeing, kayaking, sailing, crew/rowing, white water rafting, lifeguard/Guard Start, and Water Safety Instructor. American Red Cross (ARC) and the National Association for Sport and Physical Education (NASPE) provide instruments to assist physical educators with assessment of student skills. American Red Cross Level 4 Basic aquatic skills would be considered a minimum requirement for typically developing high school students. NASPE provides high school level assessments for both swimming and canoeing.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within aquatics by demonstrating proficiency in the expectations identified by local district curriculum.

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

Aquatics Content Expectations

M.1.AQ.2 Demonstrate all elements of mature form of safe water entry by jumping into deep water in dynamic settings.

M.1.AQ.3 Demonstrate all elements of mature form for the basic aquatic skills of front crawl and breaststroke in dynamic settings.

M.1.AQ.4 Demonstrate mature form of the basic aquatic skill of backstroke in dynamic settings.

M.1.AQ.7 Demonstrate all elements of how to assist a distressed swimmer during simulated practice in dynamic settings.

M.1.AQ.8 Demonstrate all elements of how to get help and how to assist a choking victim during simulated practice in dynamic settings.

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve performances in dynamic settings.

K.2.AQ.3 Analyze/synthesize/evaluate knowledge of critical elements of selected aquatic skills of front crawl, backstroke, breaststroke, and treading in dynamic settings.

K.2.AQ.2 Analyze/synthesize/evaluate knowledge of critical elements of safe water entry and exit in dynamic settings.

K.2.AQ.4 Analyze/synthesize/evaluate knowledge of critical elements of assisting a distressed swimmer during simulated practice in dynamic settings.

K.2.AQ.5 Analyze/synthesize/evaluate knowledge of critical elements of assisting a choking victim during simulated practice in dynamic settings.

K.2.AQ.6 Analyze/synthesize/evaluate knowledge of critical elements of how to get help during simulated emergency practice in dynamic settings.

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) while exploring aquatics in physical education.

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Net/Wall Games

Net/Wall Games is a category representing activities that are similar in structure. Games included in this category share the characteristics of moving, controlling, and hitting a game object within a specified space. Net/Wall Games involve players trying to get the game object into their opponent's area more often than their opponents return the game object back into their area. The net/wall category includes games, such as tennis, volleyball, racquetball, and badminton.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within net/wall games by demonstrating proficiency in the expectations identified by local district curriculum.

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

Net/Wall Games Content Expectations

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.

M.1.NG.1 Demonstrate 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., 1 vs. 1, 2 vs. 2, or 6 vs. 6).

M.1.NG.2 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., 1 vs. 1, 2 vs. 2, or 6 vs. 6).

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).

K.2.NG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast racquetball and badminton).

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Target Games

Target Games is a category representing activities that are similar in structure. Games included in this category share the characteristics of accuracy and control and the objective to get the game object closer to a target than their opponents. The target games category includes games, such as golf, bowling, archery, and bocce ball.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within target games by demonstrating proficiency in the expectations identified by local district curriculum.

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

Target Games Content Expectations

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

M.1.TG.1 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 2 vs. 2, opposed target games.

M.1.TG.2 Demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, opposed target games.

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.TG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 2 vs. 2, opposed target games (e.g., compare/contrast shuffleboard and bocce ball).

K.2.TG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, opposed target games (e.g., compare/contrast archery and darts).

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Invasion Games

Invasion Games is a category representing activities that are similar in structure. Games included in this category share the characteristics of scoring by sending a game object through a goal or across a line and involves the movement of players and a game object within a rectangular shaped playing field. The invasion games category includes games, such as football, soccer, basketball, lacrosse, and field hockey.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within invasion games by demonstrating proficiency in the expectations identified by local district curriculum.

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

Invasion Games Content Expectations

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.

M.1.IG.1 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., 5 vs. 5, 6 vs. 6, or 11 vs. 11).

M.1.IG.2 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., 5 vs. 5, 6 vs. 6, or 11 vs. 11).

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball).

K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activity in dynamic settings.

B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Striking/Fielding Games

Striking/Fielding games is a category representing activities that are similar in structure. All games included in this category share similar characteristics of running, striking, throwing, kicking, and catching. Runners hit, kick, or throw an object, then score runs by advancing to designated areas. Fielders retrieve the game object and get it to a specific place to stop runs from being scored and to get opponent's out. The striking/fielding category includes games, such as softball, baseball, cricket, and kickball.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within striking/fielding games by demonstrating proficiency in the expectations identified by local district curriculum.

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

Striking/Fielding Games Content Expectations

M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.

M.1.SG.1 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., 9 vs. 9, 10 vs. 10, or 11 vs. 11).

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (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 (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/contrast softball and cricket).

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Outdoor Pursuits

Outdoor Pursuits are activities usually done outdoors, away from the gymnasium/classroom, and may include hiking, backpacking, orienteering, geocacheing, wall/rock climbing, low or high ropes course, climbing towers, canoeing, kayaking, snorkeling, SCUBA diving, cross-country skiing, snowshoeing, mountain bike riding, or equestrian trail riding.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within outdoor pursuits by demonstrating proficiency in the expectations identified by local district curriculum.

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

Outdoor Pursuits Content Expectations

M.1.OP.2 Demonstrate mature form of selected locomotor skills in outdoors when using equipment in dynamic settings.

M.1.OP.3 Demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuit and outdoor conditions in dynamic settings.

M.1.OP.4 Demonstrate ability to safely manipulate or use equipment related to selected outdoor pursuits in dynamic settings.

M.1.OP.5 Demonstrate ability to make appropriate repairs and/or adjustments on equipment in selected outdoor pursuits in dynamic settings.

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.

K.2.OP.1 Apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings.

K.2.OP.2 Distinguish between the nomenclatures of equipment associated with selected outdoor pursuits in dynamic settings.

K.2.OP.3 Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.

K.2.OP.4 Apply knowledge of safety features of outdoor pursuits in dynamic settings.

K.2.OP.5 Apply decision-making skills in outdoor pursuits in dynamic settings.

K.2.OP.6 Identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.

K.2.OP.7 Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

Rhythmic Activities

Rhythmic Activities is a category of activities that share the characteristics of movement concepts and movement skills. The rhythmic activities category includes activities, such as movement activities with equipment, jump rope, social dance, aerobics, step aerobics, and tumbling. Social dance is one of the movement forms included in this module. However, the five components of a comprehensive dance program (performing, creating, analyzing in context, arts in context, and connecting to other arts, other disciplines, and life) are addressed in a separate content area in the Michigan Arts Education Standards and in the Visual, Performing and Applied Arts Credit Guidelines.

To meet the physical education portion of the one credit graduation requirement in physical education/health, students will develop competence in selected activities within rhythmic activities by demonstrating proficiency in the expectations identified by local district curriculum.

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

Rhythmic Activities Content Expectations

M.1.MS.6 Perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in dynamic settings.

M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and concepts.

K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

K.2.MS.6 Analyze/synthesize/evaluate knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., rhythmic or aerobic activities) with flow in a dynamic setting.

K.2.RA.1 Assess specialized movement activities that utilize mature form of movement skills and concepts.

K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.

K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.

K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.

K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.

K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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.

B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.

B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.

B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.

B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.

B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.

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