



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 29, 2007

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of K-12 Physical Education Content Standards and Benchmarks

For the past twelve months, a committee of representatives from the 16 colleges and universities with approved physical education teacher preparation programs within the state of Michigan has met to review the current physical education content standards and benchmarks.

The current 14 physical education content standards and benchmarks were adopted by the State Board of Education in 1998. The National Association for Sport and Physical Education (NASPE) updated the National Standards for Physical Education in 2004. The content standards and benchmarks committee contacted NASPE after careful review of Michigan's current standards and asked for and received permission to adopt the six national standards.

The K-12 Physical Education Content Standards and Benchmarks (Attachment A) document is being offered for Board approval. This is the same document, with no changes, as the draft presented to the Board in October 2006.

This document will assist educators across the State to define student learning objectives and realistic expectations of student knowledge and ability as a result of a quality physical education program. The document also provides a framework for the development of realistic and achievable grade-level content expectations for students at grades K-8 and for high school level guidelines.

A public, on-line review of the standards and benchmarks occurred in November and December. There were only 45 responses to the Standards and Benchmarks review. A majority of the responses indicated that this document represented a quality physical education program, reflected realistic learning outcomes, is clear and understandable, and prepares students to be physically active for a lifetime.

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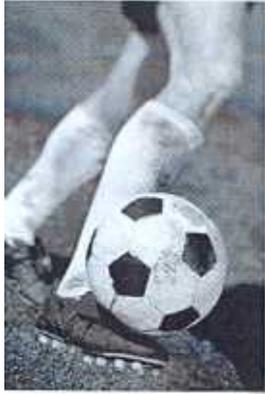
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There were numerous comments asking for increased physical education time and action to eliminate the ability of students to substitute band and other extracurricular activities for physical education credit.

It is recommended that the State Board of Education approve the K-12 Physical Education Content Standards and Benchmarks, as attached to the Superintendent's memorandum dated January 29, 2007.

Attachment

Attachment A



PHYSICAL EDUCATION CONTENT STANDARDS AND BENCHMARKS



January 2007



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PHYSICAL EDUCATION	
VISION	<p>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.</p> <p>A physically educated person who participates in health-enhancing physical activity:</p> <ul style="list-style-type: none"> • demonstrates competence in selected motor skills; • assesses, achieves, and maintains physical fitness; • applies cognitive concepts in making wise lifestyle choices; and • exhibits appropriate personal-social character traits while participating in physical activity.
CONTENT STANDARDS	<p>These standards define what a student should know and be able to do as a result of a quality physical education program. A quality physical education program addresses three critical areas: a curriculum aligned with the Michigan content standards and benchmarks, instruction and assessment, and the opportunity to learn. These standards demonstrate that physical education has meaningful, significant content and measurable outcomes.</p> <p>A physically educated person:</p>
Motor Skills	1. demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Cognitive Concepts	2. demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Motor Skills	3. participates regularly in lifelong physical activity.
Physical Fitness	4. achieves and maintains a health-enhancing level of physical fitness.
Personal and Social Character Traits	5. exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Personal and Social Character Traits	6. values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
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Content Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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K-2 Student expectations (by the end of grade 2)

Young children are very active and enjoy learning and mastering new ways to move and be active. Students achieve mature forms in the basic locomotor skills and vary the manner in which these skills are performed in relationship to changing conditions and expectations. They demonstrate smooth transitions between sequential locomotor skills. Students show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble) and achieve mature form in the less complex manipulative skills (e.g., underhand throw). They demonstrate control in traveling, weight-bearing, and balance activities on a variety of body parts.

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Benchmarks:

Demonstrates Level 2 performance in the following:

- A. Selected movement concepts in the following: spatial awareness, effort, and relationships.

Table 1 Movement Concepts*

Space Awareness	Effort	Relationships
Location: Self-space Personal space General space	Time: Fast/slow Sudden/sustained	Of body parts: Round (curved) Narrow Wide Twisted Symmetrical/ nonsymmetrical
Directions: Up/down Forward/backward Right/left Clockwise/ counterclockwise	Force: Strong/light	With objects and/or people: Over/under On/off Near/far In Front/behind Along/through Meeting/parting Surrounding Around Alongside
Levels: Low/medium/high	Flow: Bound/free	With people: Leading/following Mirroring/matching Unison/contract Solo Alone in a mass Partners Groups Between groups
Pathways: Straight Curved Zigzag		
Extensions: Large/small Far/near		

*This table represents many of the movement concepts taught in elementary school physical education. It is not meant to be all-inclusive but to provide examples of movement concepts.

Adapted from Graham, G., Holt/Hale, S. A., & Parker, M., *Children Moving: A Reflective Approach to Teaching Physical Education*, 6th Edition, (New York: McGraw-Hill, 2004).

- B. Using selected movement concepts with non-manipulative skills including the following: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.
- C. Movement concepts including the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.

- D. Movement concepts in the following manipulative skills: overhand throw, underhand throw, and roll.
- E. Movement concepts in the following manipulative skills: catch, kick, hand and foot dribble, and strike.

Demonstrates Level 1 performance in the following:

- F. Basic front float, back float, and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool safely and use a life jacket (American Red Cross/Whales Tales).

Standard 1 Benchmarks by the end of 2nd grade:

See Appendix A for explanations of psychomotor levels of developmental performance.

Level 1 (Incomplete and inconsistent mature form.)	Level 2 (Complete mature form, in isolation.)	Level 3 (Mature form and function in controlled settings.)	Level 4 (Advanced application.)
Manipulative skills: catch, kick, hand and foot dribble, and strike.	Movement concepts: spatial awareness, effort and relationships.		
Basic aquatic skills: basic front float, back float and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool safely and use a life jacket (American Red Cross/Whales Tales).	Non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.		
	Locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.		
	Manipulative skills: overhand throw, underhand throw, and roll.		

Content Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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3-5 Student expectations (by the end of grade 5)

Older children develop maturity and versatility in the use of fundamental motor skills for more pleasurable movement experiences. Students achieve mature forms in the basic nonlocomotor and manipulative skills. They demonstrate locomotor, nonlocomotor, and manipulative skills for performance outcomes (e.g., hitting targets). They use these skills in dynamic and complex environments (e.g., rhythmic movement to music) and in combination with each other. Students also acquire some specialized skills basic to a movement form (i.e., basketball chest pass, softball fielding with a glove).

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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Selected movement concepts with non-manipulative skills in at least the following: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.
- B. Selected movement concepts of walking, running, leaping, jumping, skipping, hopping, galloping, sliding, chasing, fleeing, and dodging.
- C. Selected movement concepts of the following manipulative skills: roll, underhand throw, and overhand throw.
- D. Three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.

Demonstrates Level 2 performance in the following:

- E. Movement concepts in the following manipulative skills: catch, kick, foot dribble, and strike with an implement and with the hand.
- F. Basic front float, back float, and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool independently by jumping or stepping from the side safely and uses a life jacket. Demonstrates how to get help (American Red Cross).

Demonstrates Level 1 performance in the following:

- G. Movement concepts in the following manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.
- H. Using tactics during modified game play.

Standard 1 Benchmarks by the end of 5th grade:

See Appendix A for explanations of psychomotor levels of developmental performance.

Level 1 (Incomplete and inconsistent mature form.)	Level 2 (Complete mature form, in isolation.)	Level 3 (Mature form and function in controlled settings.)	Level 4 (Advanced application.)
Manipulative skills: chest pass, bounce pass, hand dribble, volley, overhead pass, and punt.	Manipulative skills: catch, kick, foot dribble, and strike with an implement and with the hand.	Non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	
Tactics during modified game play.	Basic aquatic skills: basic front float, back float and recovery. Uses a combination of arms and legs to swim. Demonstrates ability to enter and exit pool independently by jumping or stepping from the side safely and uses a life jacket. Demonstrates how to get help (American Red Cross).	Locomotor: walking, running, leaping, jumping, skipping, hopping, galloping, sliding, chasing, fleeing, and dodging using selected movement concepts (spatial awareness, effort, and relationships).	
		Manipulative skills: roll, underhand throw, and overhand throw using selected movement concepts (spatial awareness, effort, and relationships).	
		Performance of a three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.	

Content Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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6-8 Student expectations (at the end of grade 8)

Adolescents are able to participate with skill in a variety of modified sports, rhythmic movement, gymnastics, and outdoor activities. Students achieve mature forms in the basic skills of the more specialized sports, rhythmic movement, gymnastics activities. They use the skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. Students demonstrate use of tactics within sport activities.

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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Locomotor, selected manipulative and non-manipulative skills during participation in each of the following categories: target, net/wall, invasion and field/run modified games, and outdoor activities.

Table 2 Games Classifications

Invasion	Net/Wall	Striking/Fielding	Target
Basketball (FT)	<u>Net</u>	Baseball	Golf
Netball (FT)	Badminton (I)	Softball	Croquet
Team handball (FT)	Tennis (I)	Rounders	Bowling
Water polo (FT)	Table tennis (I)	Cricket	Lawn bowling
Soccer (FT)	Pickleball (I)	Kickball	Pool
Hockey (FT)	Volleyball (H)		Billiards
Lacrosse (FT)	<u>Wall</u>		Snooker
Speedball (FT/OET)	Racquetball (I)		
Rugby (OET)	Squash (I)		
Football (OET)	Handball (H)		
Ultimate Frisbee (OET)			

FT = focused target; OET = open-ended target; I = implement; H = hand

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2006). *Teaching Sports Concepts and Skills: A Tactical Games Approach*. Champaign, IL: Human Kinetics.

- B. Basic front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by jumping into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).
- C. Five element movement sequence (e.g., rhythmic, aerobic, or gymnastics activities) with flow.

Demonstrates Level 2 performance in the following:

- D. Using tactics during modified game play.

Standard 1 Benchmarks by the end of 8th grade:

See Appendix A for explanations of psychomotor levels of developmental performance.

Level 1 (Incomplete and inconsistent mature form.)	Level 2 (Complete mature form, in isolation.)	Level 3 (Mature form and function in controlled settings.)	Level 4 (Advanced application.)
	Tactics during modified game play.	Combination of locomotor, selected manipulative and non-manipulative skills during participation in target, net/wall, invasion, and field/run modified games, and outdoor activities.	
		Basic aquatic skills: basic front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by jumping into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).	
		Performance of a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow.	

Content Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

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9-12 Student expectations (at the end of grade 12)

High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable. Students demonstrate the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of three of the following categories: aquatics, team sports, dual sports, individual sports, outdoor pursuits, self defense, rhythmic movement, and gymnastics. They also demonstrate the ability to perform basic skills and tactics to participate in at least five additional activities (from at least three of the categories listed above).

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Benchmarks:

Demonstrates Level 4 performance in the following:

- A. Use of skills and tactics while participating in three activities. (Activities must be selected from 3 distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
- B. Front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by diving into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).

Demonstrates Level 3 performance in the following:

- C. Use of skills and tactics while participating in three activities. (Activities must be selected from 3 distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).

(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.)

Standard 1 Benchmarks by the end of 12th grade:

See Appendix A for explanations of psychomotor levels of developmental performance.

<p>Level 1 (Incomplete and inconsistent mature form.)</p>	<p>Level 2 (Complete mature form, in isolation.)</p>	<p>Level 3 (Mature form and function in controlled settings.)</p>	<p>Level 4 (Advanced application.)</p>
		<p>Performance of skills and tactics while participating in three activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).</p>	<p>Performance of skills and tactics while participating in three activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities and martial arts).</p>
			<p>Basic aquatic skills: front crawl, back stroke, and breast stroke. Maintains basic treading or floating. Demonstrates ability to enter and exit pool independently by diving into deep water. Demonstrates how to get help and how to assist a distressed swimmer and a choking victim (American Red Cross).</p>

Content Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

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K-2 Student expectations (by the end of grade 2)

Young children are rapidly maturing in their basic cognitive abilities. They learn and apply concepts such as actions, planes, and personal/general space. They identify and perform concepts of effort and relationships that vary the quality of movement. Students identify elements of correct form for fundamental skills and use them in performance. They use feedback to improve motor performance. Reprinted and adapted from *Moving into the Future, National Standards for Physical Education, 2nd Edition* (2004) with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.

Benchmarks:

Demonstrates Level 1 performance in the following:

- A. Limited identification of the critical elements of manipulative skills: catch, kick, hand and foot dribble, and strike.
- B. Limited identification of front float, back float, and recovery. Identifies how to enter and exit the pool safely, water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).

Demonstrates Level 2 performance in the following:

- C. Distinguishes among selected movement concepts.

Table 1 Movement Concepts*

Space Awareness	Effort	Relationships
Location: Self-space Personal space General space	Time: Fast/slow Sudden/sustained	Of body parts: Round (curved) Narrow Wide Twisted Symmetrical/ nonsymmetrical
Directions: Up/down Forward/backward Right/left Clockwise/ counterclockwise	Force: Strong/light	With objects and/or people: Over/under On/off Near/far In front/behind Along/through Meeting/parting Surrounding Around Alongside

Levels: Low/medium/high	Flow: Bound/free	With people: Leading/following Mirroring/matching Unison/contract Solo Alone in a mass Partners Groups Between groups
Pathways: Straight Curved Zigzag		
Extensions: Large/small Far/near		

*This table represents many of the movement concepts taught in elementary school physical education. It is not meant to be all-inclusive but to provide examples of movement concepts.

Adapted from Graham, G., Holt/Hale, S. A., & Parker, M., *Children Moving: A Reflective Approach to Teaching Physical Education*, 6th Edition, (McGraw- Hill, New York, 2004).

- D. Distinguishes among the critical elements of the following manipulative skills: roll, under hand throw, and overhand throw.
- E. Distinguishes among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.
- F. Distinguishes among the critical elements of the following non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.

Standard 2 Benchmarks by the end of 2nd grade:

See Appendix A for explanations of cognitive levels of developmental performance.

Level 1 (Identify)	Level 2 (Distinguish/describe)	Level 3 (Apply-controlled)	Level 4 (Apply-dynamic)
Manipulative skills: catch, kick, hand and foot dribble, and strike.	Movement concepts: spatial awareness, effort, and relationships.		
Selected aquatic skills: front float, back float, and recovery. Identifies how to enter and exit the pool safely, water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).	Non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.		
	Locomotor skills: walk, run, jump, hop, leap, gallop, slide, skip, chase, flee, and dodge.		
	Manipulative skills: roll, underhand throw, and overhand throw.		

Content Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

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3-5 Student expectations (by the end of grade 5)

Older children are able to comprehend more complex concepts and principles and apply them in structured settings. They use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. They also use their knowledge of critical elements of form, or simple biomechanical, or motor development principles to provide feedback to others. As they learn more complex motor skills, they transfer concepts learned in other skills/games for performance of the new skill/game (e.g., bending the knees lowers the center of gravity and increases stability).

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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and selected manipulative skills (roll, underhand throw, and overhand throw).
- B. Applies knowledge of movement concepts and skills to design a three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.

Demonstrates Level 2 performance in the following:

- C. Uses knowledge of critical elements of movement concepts while performing the following 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.
- D. Uses knowledge of front float, back float, and recovery. Knows how to enter and exit the pool safely, basic water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).
- E. Uses internal (prior knowledge) and external feedback to improve performance.

Demonstrates Level 1 performance in the following:

- F. Identifies basic game strategies used during modified game play.

Standard 2 Benchmarks by the end of 5th grade:

See Appendix A for explanations of cognitive levels of developmental performance.

Level 1 (Identify)	Level 2 (Distinguish/describe)	Level 3 (Apply-controlled)	Level 4 (Apply-dynamic)
Tactics during modified game play.	Selected aquatic skills: front float, back float, and recovery. Knows how to enter and exit the pool safely, basic water safety rules, use of a life jacket, and how to get help (American Red Cross/Whales Tales).	Locomotor: walk, run, leap, jump, hop, gallop, slide, skip, chase, flee, and dodge.	
	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.	Non-manipulative skills: balance, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.	
	Uses internal (prior knowledge) and external feedback to improve performance.	Manipulative skills: roll, underhand throw, and overhand throw.	
		Performance of a three element movement sequence (e.g., simple rhythmic, aerobic, or tumbling activities) with flow.	

Content Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

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6-8 Student expectations (at the end of grade 8)

Adolescents exhibit an increasingly complex discipline-specific knowledge. They can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and application of movement concepts/principles and game strategies, critical elements of activity-specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within game play. They use information from a variety of sources, both internal and external, to guide and improve performance.

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Benchmarks:

Demonstrates Level 3 performance in the following:

- A. Applies knowledge of critical elements of movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion and field/run modified games, and outdoor activities.
- B. Applies knowledge of selected aquatic skills (American Red Cross).
 - 1. Front crawl, back stroke, breast stroke, and treading.
 - 2. Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim.
- C. Uses internal (prior knowledge) and external feedback to improve performance.
- D. Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.
- E. Applies knowledge of selected skills to design games.

Demonstrates Level 2 performance in the following:

- F. Applies knowledge of tactics during modified game play.

Standard 2 Benchmarks by the end of 8th grade:

See Appendix A for explanations of cognitive levels of developmental performance.

Level 1 (Identify)	Level 2 (Distinguish/ describe)	Level 3 (Apply-controlled)	Level 4 (Apply- dynamic)
	Tactics during modified game play.	Movement concepts while performing non-manipulative, locomotor, and manipulative skills during participation in target, net/wall, invasion and field/run modified games, and outdoor activities.	
		Selected aquatic skills: front crawl, back stroke, breast stroke, and treading. Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim (American Red Cross).	
		Uses internal (prior knowledge) and external feedback to improve performance.	
		Movement concepts and skills to design (plan) a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.	
		Selected skills to design games.	

Content Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

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9-12 Student expectations (at the end of grade 12)

High school students demonstrate knowledge and understanding necessary to develop scientifically based personal activity plans that include selected sports and activities. They use complex movement concepts and principles to independently refine their skills and apply them to the learning of new skills. Advanced activity related to discipline-specific knowledge is integrated so that students develop the ability to learn, self-assess, and improve movement skills independently. They also can recognize elite-level performance.

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Benchmarks:

Demonstrates Level 4 performance in the following:

- A. Applies knowledge of critical elements of movement concepts, motor skills and tactics while participating in three activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
- B. Analyzes and evaluates performance of skills and tactics drawn separately from three distinct categories: net/wall, field/run, invasion, target, rhythmic, strength and conditioning, aquatics, outdoor pursuits, and self defense.
- C. Applies knowledge of selected aquatic skills (American Red Cross).
 - 1. Front crawl, back stroke, breast stroke, and treading.
 - 2. Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim.
- D. Uses internal (prior knowledge) and external feedback to improve performance.
- E. Applies knowledge of movement concepts and skills to design a five element movement sequence (e.g., simple rhythmic or aerobic activities) with flow.
- F. Applies knowledge of selected skills to design games.
- G. Applies knowledge of fitness to develop a personal fitness program.

Demonstrates Level 3 performance in the following:

- H. Applies knowledge of tactics during game play.
- I. Applies knowledge of critical elements of movement concepts, motor skills, and tactics while participating in five activities. (Activities must be selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, or martial arts).

Standard 2 Benchmarks by the end of 12th grade:

See Appendix A for explanations of cognitive levels of developmental performance.

Level 1 (Identify)	Level 2 (Distinguish /describe)	Level 3 (Apply-controlled)	Level 4 (Apply- dynamic)
		Movement concepts, motor skills, and tactics while participating in five activities. (Selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).	Movement concepts, motor skills, and tactics while participating in three activities. (Selected from three distinct categories: target, net/wall, invasion and field/run modified games, outdoor activities, and martial arts).
		Tactics during game play.	Performance of skills and tactics drawn separately from three distinct categories: net/wall, field/run, invasion, target, rhythmic, strength and conditioning, aquatics, outdoor pursuits, and self-defense.
			Selected aquatic skills: front crawl, back stroke, breast stroke, and treading. Entering and exiting the pool safely, water safety rules, assisting a distressed swimmer and a choking victim (American Red Cross).
			Internal and external feedback to improve performance.
			Movement concepts and skills to design a five-element movement sequence with flow.
			Applies knowledge of selected skills to design games.
			Develop a personal fitness program.

Content Standard 3: A physically educated person participates regularly in lifelong physical activity

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K-2 Student expectations (by the end of grade 2)

Young children participate in physical activities largely because of the pleasure they experience. They engage primarily in non-structured physical activities, on an intermittent basis, outside of physical education class and have fun while doing so. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students knowingly select and participate in activities during their leisure time that are moderate to vigorous in nature and that they find enjoyable. They recognize that participation in moderate to vigorous physical activity has both temporary and lasting effects on the body and voluntarily chose to engage in activities that contribute to improved health. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure-time physical activity.

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Benchmarks:

Intermittently engages in physical activities that are moderate to vigorous in intensity while:

- A. Participating primarily in physical activities that focus on skill building rather than on formal game structure.
- B. Participating in a variety of locomotor activities in and outside of physical education.
- C. Participating in a variety of developmentally-appropriate physical activities that incorporate manipulative skills in and outside of physical education.
- D. Participating in chasing and fleeing activities in and outside of physical education.
- E. Participating daily in a variety of non-structured and minimally-organized physical activities outside of physical education.

Content Standard 3: A physically educated person participates regularly in lifelong physical activity

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3-5 Student expectations (by the end of grade 5)

Older children develop an awareness of participation in physical activity as a conscious personal decision, choosing activities for both the enjoyment and the health benefits they derive. They voluntarily participate in moderate to vigorous physical activity for longer periods of time outside of physical education class. Students are able to identify and make use of opportunities at school and within the community for regular participation in physical activity. They begin to recognize and use critical elements and movement concepts to sustain their own participation in activities they enjoy. They are capable of using information from a variety of sources (internal and external) to regulate their activity participation.

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Benchmarks:

Consciously chooses to participate in physical activities that are moderate to vigorous in intensity while:

- A. Participating in a variety of locomotor activities in and outside of physical education.
- B. Participating in a variety of developmentally-appropriate physical activities that incorporate manipulative skills in and outside of physical education.
- C. Participating in chasing, dodging, and fleeing activities in and outside of physical education.
- D. Participating primarily in physical activities that focus on combining locomotor and manipulative skills into modified games.
- E. Participating daily in a variety of non-structured and minimally-organized physical activities outside of physical education.