

Michigan Merit Curriculum

Credit Guidelines



PHYSICAL EDUCATION

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I Credit Physical Education/Health



NOTE: Physical Education Credit Guidelines are currently under development



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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 (MB, MX, or SP); and those teaching health education have a teaching endorsement that qualifies them to teach health (MA, MX, or KH).

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 Content Standards and Benchmarks.* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

Based on the State Board Policy on Quality Physical Education, adopted September 25, 2003, a quality physical education program should address three critical areas; curriculum, instruction, and assessment.

Curriculum:

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

Instruction and Assessment:

- Is taught by a certified physical education teacher trained in best practice physical education methods (MB, MX, SP endorsement).
- 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.

* 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.

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

The Michigan content standards and benchmarks are currently being revised and will also include grade level content expectations.

The physical education standards and benchmarks are comprehensive, sequential, and developmentally appropriate for K-12 grades. The high school content standards and benchmarks need to follow and align with the K-8 portion of the standards and benchmarks.

Below are the 14 standards for physical education followed by the benchmarks related specifically to high school:

1. Demonstrate selected fundamental locomotor skills;
2. Demonstrate selected fundamental object control skills;
3. Demonstrate selected postural, non-locomotor and body control (movement) skills;
4. Demonstrate selected fundamental rhythmical skills;
5. Participate successfully in selected health-enhancing, lifelong physical activities;
6. Develop and maintain healthy levels of cardiorespiratory endurance;
7. Develop and maintain healthy levels of muscular strength and endurance;
8. Develop and maintain healthy levels of flexibility of selected joints of the body;
9. Develop and maintain healthy levels of body composition;
10. Apply the concepts of body awareness, time, space, direction, and force to movement;

11. Explain and apply the essential steps in learning motor skills;
12. Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness;
13. Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context; and
14. Value physical activity and its contribution to lifelong health and well-being.

Physical Education Credit Guidelines

The following credit guidelines, from the content standards and benchmarks, are specific to high school. The credit guidelines specified in this document should be used to meet the physical education portion of the one credit in physical education/health graduation requirement.

Standard 5: All students will participate successfully in selected health-enhancing, lifelong physical activities.

- 5.1 Demonstrate competencies in three activities from the following categories:
- Swimming
 - Personal conditioning
 - Individual, dual, or team sports
 - Dance
 - Recreational games
 - Outdoor pursuits

Standard 6: All students will develop and maintain healthy levels of cardiorespiratory endurance.

- 6.1 Assess personal status of cardiorespiratory endurance.
- 6.2 Develop and maintain health-related levels of cardiorespiratory endurance.

Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.

- 7.1 Assess personal status of muscular strength and endurance of the:
- arms
 - shoulders
 - abdomen
 - back
 - legs

- 7.2 Develop and maintain health-related levels of muscular strength and endurance of the:
- abdomen
 - lower back
 - upper body
 - thigh
 - lower leg
 - neck

Standard 8: All students will develop and maintain healthy levels of flexibility of selected joints of the body.

- 8.1 Assess personal status of flexibility of the joints of the arms, legs, and trunk.
- 8.2 Develop and maintain health-related levels of flexibility of the joints of the:
- hip/low back
 - shoulder
 - neck
 - ankle
 - trunk

Standard 9: All students will develop and maintain healthy levels of body composition.

- 9.1 Assess personal status of body composition.
- 9.2 Develop and maintain health-related levels of body composition.

Standard 11: All students will explain and apply the essential steps in learning motor skills.

- 11.1 Apply knowledge of the skill acquisition process to teach/learn novel motor skill.

GUIDELINES FOR PHYSICAL EDUCATION (CONT.)

Standard 12: All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.

- 12.1** Describe the long-term, social-cultural effects of right kinds and regular amounts of physical activity (e.g., advantages of diverse talent to team membership, contributions of diverse cultures to viewing the worth and qualities of selected physical activities, opportunities to develop sportsmanship, leadership, and cooperation).
- 12.2** Analyze potential risks associated with selected recreational and competitive, lifelong physical activities.
- 12.3** Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.
- 12.4** Assess personal, health-related fitness and design an activity program that will result in achieving and maintaining health-related standards of cardiorespiratory endurance: strength and endurance of selected muscle groups; flexibility of selected joints and lean/fat tissue rations (implies using knowledge of effects of activity and principles of conditioning to establish what must be done, when, and how long).
- 12.5** Design a physical activity program that would be achievable by a person with a physical disability and that would meet the health-related standard for daily physical activity levels.
- 12.6** Name three lifelong, physical leisure activities for which one would like to be most competent and identify the skills, levels of fitness, rules, and strategies that must be acquired to gain proficiency in each activity.
- 12.7** Recognize the effects of substance abuse on personal health and performance in physical activity.
- 12.8** Evaluate critically the claims and advertisements made about commercial products and programs marketed to develop aerobic fitness, muscular strength, muscular endurance, muscular power, flexibility, and weight control.

Standard 13: All students will demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.

- 13.1** Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 95% of the time:
- compassion
 - confidence
 - cooperation
 - fairness
 - honesty
 - loyalty
 - perseverance
 - respect
 - responsibility
 - self-discipline and work
- 13.2** Evaluate self on each of the following personal/social character traits and devise a plan for acquisition of those traits not mastered:
- compassion
 - confidence
 - cooperation
 - fairness
 - honesty
 - loyalty
 - perseverance
 - respect
 - responsibility
 - self-discipline and work

GUIDELINES FOR PHYSICAL EDUCATION (CONT.)

Standard 14: All students will value physical activity and its contribution to lifelong health and well-being.

- 14.1** Make a commitment to include physical activity as an important part of a healthy lifestyle.
- 14.2** Accept the differences between personal characteristics and skills and the idealized body images and elite performance levels portrayed by the media.
- 14.3** Formulate a definition of “sportsmanship” and analyze self according to this definition.

HIGH SCHOOL PHYSICAL EDUCATION MODEL

This is a visual example of how a course could be organized to meet the physical education portion of the Michigan Merit Curriculum. This model demonstrates how the standards and benchmarks can be organized to provide students with the opportunity to learn each of the required benchmarks.

High School physical education classes should include principles of physical fitness, as well as the skills, knowledge, and attitudes in selected physical activities. Sample activities such as weight lifting, tennis, paddleball, aerobics, golf, Frisbee golf, jogging, orienteering, and wall climbing are just a few of the courses that can be created to include the required standards and benchmarks.

Sample Model: Weight Lifting

Standard 7: All students will develop and maintain healthy levels of muscular strength and endurance.

- 7.1 Assess personal status of muscular strength and endurance of the:
 - arms
 - shoulders
 - abdomen
 - back
 - legs

- 7.2 Develop and maintain health-related levels of muscular strength and endurance of the:
 - abdomen
 - lower back
 - upper body
 - thigh
 - lower leg
 - neck

Standard 12: All students will describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.

- 12.3 Assess personal, health-related fitness and design an activity program that will result in achieving and maintaining health-related standards of cardiorespiratory endurance: strength and endurance of selected muscle groups; flexibility of selected joints and lean/fat tissue rations (implies using knowledge of effects of activity and principles of conditioning to establish what must be done, when, and how long).
- 12.4 Design a physical activity program that would be achievable by a person with a physical disability and that would meet the health-related standard for daily physical activity levels.
- 12.6 Recognize the effects of substance abuse on personal health and performance in physical activity.
- 12.7 Evaluate critically the claims and advertisements made about commercial products and programs marketed to develop aerobic fitness, muscular strength, muscular endurance, muscular power, flexibility, and weight control.

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 - responsibility
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13.2 Evaluate self on each of the following personal/social character traits and devise a plan for acquisition of those traits not mastered:

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Office of Grants Coordination and School Support

Mary Ann Chartrand, Director

(517) 373-4013 www.michigan.gov/mde