

GRADE LEVEL CONTENT EXPECTATIONS



v.03.08

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

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

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

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

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

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

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



MICHIGAN
Department of
Education

Grants Coordination and
School Support

www.michigan.gov/mde

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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.00.01 demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.

M.MC.00.02 demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.

M.MC.00.03 demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.

M.MC.00.04 demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.

M.MC.00.05 demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.

Effort

Students will...

M.MC.00.06 demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.

Relationships

Students will...

M.MC.00.09 demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.

M.MC.00.10 demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.

M.MC.00.11 demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.

Motor Skills

Non-Locomotor

Students will...

M.MS.00.01 demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.

Locomotor

Students will...

M.MS.00.02 demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.

Manipulative

Students will...

M.MS.00.03 demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.

***Aquatics**

Students will...

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

M.AQ.00.02 demonstrate selected elements of safe water entry and exit with flotation and instructor support in isolated settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Rhythmic Activities

Students will...

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

CONTENT KNOWLEDGE

Feedback

Students will...

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

Movement Concepts

Space Awareness

Students will...

K.MC.00.01 identify limited space awareness movement concepts for location (e.g., self-space and general space).

K.MC.00.02 identify limited space awareness movement concepts for directions (e.g., up/down and forward/backward).

K.MC.00.03 identify limited space awareness movement concepts for levels (e.g., low and high).

K.MC.00.04 identify selected space awareness movement concepts for pathways (e.g., straight and curved).

K.MC.00.05 identify selected space awareness movement concepts for extensions (e.g., large/small).

Effort

Students will...

K.MC.00.06 identify selected effort movement concepts for time (e.g., fast/slow).

Relationship

Students will...

K.MC.00.09 identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).

K.MC.00.10 identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).

K.MC.00.11 identify selected relationship movement concepts with people (e.g., leading/following).

Motor Skills

Non-Locomotor

Students will...

K.MS.00.01 identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.

Locomotor

Students will...

K.MS.00.02 identify selected critical elements of the following locomotor skills: walk and jump.

Manipulative

Students will...

K.MS.00.03 identify selected elements of the following manipulative skills: roll and underhand throw.

Rhythmic Activities

Students will...

K.RA.00.01 identify basic rhythmic patterns (e.g., even and uneven).

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

Physical Activity and Nutrition

Students will...

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

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

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

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

**Participation Outside of
Physical Education**

Students will...

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

Health-Related Fitness

Students will...

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

Physical Activity and Nutrition

Students will...

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

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

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

B.PS.00.01 exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

1 PE

v.03.08

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

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

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

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

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

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

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



A comprehensive physical education curriculum should be based on the state's K-8 Physical Education Content Standards and Benchmarks.* It should be sequential and developmentally appropriate. Outcomes for each grade level should be identified and assessed.

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.01.01 demonstrate selected elements of space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.

M.MC.01.02 demonstrate selected elements of space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.

M.MC.01.03 demonstrate selected elements of space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.

M.MC.01.04 demonstrate selected elements of space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.

M.MC.01.05 demonstrate selected elements of space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.

Effort

Students will...

M.MC.01.06 demonstrate selected elements of effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.

M.MC.01.07 demonstrate selected elements of effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.01.08 demonstrate selected elements of effort movement concepts for flow (i.e., bound and free) in isolated settings.

Relationships

Students will...

M.MC.01.09 demonstrate selected elements of relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

M.MC.01.10 demonstrate selected elements of relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.

M.MC.01.11 demonstrate selected elements of relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.

Motor Skills

Non-Locomotor

Students will...

M.MS.01.01 demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, jumping, and landing in isolated settings.

Locomotor

Students will...

M.MS.01.02 demonstrate selected elements of mature form of locomotor skills of walk, run, leap, slide, gallop, hop, and skip in isolated settings.

Manipulative

Students will...

M.MS.01.03 demonstrate selected elements of the mature form of manipulative skills of roll and underhand throw in isolated settings.

M.MS.01.04 demonstrate selected elements of the manipulative skills of two-handed catch and kick (stationary) in isolated settings.

*Aquatics

Students will...

M.AQ.01.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with flotation support in isolated settings.

M.AQ.01.02 demonstrate selected elements of safe water entry and exit with flotation support in isolated settings.

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

M.AQ.01.05 demonstrate putting on a life jacket with teacher guidance in isolated settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Rhythmic Activities

Students will...

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

**CONTENT
KNOWLEDGE**

Feedback

Students will...

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

Movement Concepts

Space Awareness

Students will...

K.MC.01.01 identify all space awareness movement concepts for location (e.g., self-space and general space).

K.MC.01.02 identify all space awareness movement concepts for directions (e.g., up/down, forward/backward, and right/left).

K.MC.01.03 identify all space awareness movement concepts for levels (i.e., low, medium, and high).

K.MC.01.04 identify all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).

K.MC.01.05 identify all space awareness movement concepts for extensions (i.e., large/small and far/near).

Effort

Students will...

K.MC.01.06 identify all effort movement concepts for time (i.e., fast/slow and sudden/sustained).

K.MC.01.07 identify all effort movement concepts for force (i.e., strong and light).

K.MC.01.08 identify all effort movement concepts for flow (i.e., bound and free).

Relationship

Students will...

K.MC.01.09 identify all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).

K.MC.01.10 identify all relationship movement concepts of objects and/or people (e.g., over/under, on/off, front/behind, along/through, meeting/parting, surrounding, around, and alongside).

K.MC.01.11 identify all relationship movement concepts with people (e.g., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, and partners).

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

Outdoor Pursuits

Students will...

K.OP.01.01 identify selected elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.

K.OP.01.03 identify selected aspects of types of equipment associated with outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.01.01 distinguish between basic rhythmic patterns (e.g., even and uneven).

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

FITNESS AND PHYSICAL ACTIVITY	<p>Physical Activity and Nutrition</p> <p><i>Students will...</i></p> <p>K.AN.01.01 identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).</p> <p>K.AN.01.02 understand that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).</p> <p>K.AN.01.03 recognize flexibility through a full range of motion of major joints.</p>
	<p>Participation During Physical Education</p> <p><i>Students will...</i></p> <p>A.PE.01.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.</p> <p>Participation Outside of Physical Education</p>
	<p><i>Students will...</i></p> <p>A.PA.01.01 participate, at a moderate intensity level, in physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.</p>
	<p>Health-Related Fitness</p> <p><i>Students will...</i></p> <p>A.HR.01.01 recognize three of the five components of health-related fitness.</p>
	<p>Physical Activity and Nutrition</p> <p><i>Students will...</i></p> <p>A.AN.01.01 achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).</p> <p>A.AN.01.02 support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p> <p>A.AN.01.03 demonstrate flexibility through a full range of motion of major joints.</p>

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President

Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

2_{PE}

v.03.08

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

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

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

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

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

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

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

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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.02.01 demonstrate selected space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.

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

M.MC.02.03 demonstrate selected space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.

M.MC.02.04 demonstrate selected space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.

M.MC.02.05 demonstrate selected space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.

Effort

Students will...

M.MC.02.06 demonstrate selected effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.

M.MC.02.07 demonstrate selected effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.02.08 demonstrate selected effort movement concepts for flow (i.e., bound and free) in isolated settings.

Relationships

Students will...

M.MC.02.09 demonstrate selected relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

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

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

Motor Skills

Non-Locomotor

Students will...

M.MS.02.01 demonstrate selected elements of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.

Locomotor

Students will...

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

Manipulative

Students will...

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

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

M.MS.02.05 demonstrate selected elements of the mature form of the manipulative skills of hand dribble and volley.

*Aquatics

Students will...

M.AQ.02.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery with support in isolated settings.

M.AQ.02.02 demonstrate selected elements of safe water entry and exit with support in isolated settings.

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

M.AQ.02.05 demonstrate putting on a life jacket with peer assistance in isolated settings.

M.AQ.02.06 demonstrate moving in the water while wearing a life jacket with assistance.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.02.01 demonstrate use of selected movement concepts in outdoor pursuits in isolated settings.

M.OP.02.02 demonstrate use of selected locomotor skills in outdoor pursuits in isolated settings.

M.OP.02.03 demonstrate use of selected non-locomotor skills in outdoor pursuits in isolated settings.

Rhythmic Activities

Students will...

M.RA.02.01 demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms.

CONTENT KNOWLEDGE

Feedback

Students will...

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

Movement Concepts

Space Awareness

Students will...

K.MC.02.01 describe space awareness movement concepts for location (e.g., self-space and general space).

K.MC.02.02 describe space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).

K.MC.02.03 describe space awareness movement concepts for levels (i.e., low, medium, and high).

K.MC.02.04 describe space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).

K.MC.02.05 describe space awareness movement concepts for extensions (i.e., large/small and far/near).

Effort

Students will...

K.MC.02.06 describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).

K.MC.02.07 describe effort movement concepts for force (i.e., strong and light).

K.MC.02.08 describe effort movement concepts for flow (i.e., bound and free).

Relationship

Students will...

K.MC.02.09 describe relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).

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

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

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

K.MS.02.04 identify selected critical elements of the manipulative skills of catch and kick.

***Aquatics**

Students will...

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

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

K.AQ.02.04 identify limited elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, *Reach or Throw, Don't Go*, follow the rules, swim with supervision).

K.AQ.02.05 identify limited elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).

K.AQ.02.06 identify limited elements of how to get help (e.g., steps to calling 911, when to leave or help a victim).

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.02.03 identify selected elements of types of equipment with outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.02.01 compare basic rhythmic patterns.

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

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

K.HR.02.03 identify the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

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

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

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

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Individual Differences

Students will...

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

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

Feelings

Students will...

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

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

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

Participation Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

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

A.HR.02.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

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

A.AN.02.02 support body weight while participating in activities that improve physical fitness.

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

PERSONAL/ SOCIAL BEHAVIORS AND VALUES

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

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

B.PS.02.02 exhibit selected behaviors which exemplify each of the personal/social character traits of initiative and leadership in isolated settings.

Regular Participation

Students will...

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

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

Individual Differences

Students will...

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

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

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Casandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

3 PE

v.03.08

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

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

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

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

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

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

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



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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

Strands			
Strand 1 Motor Skills and Movement Patterns (M)	Strand 2 Content Knowledge (K)	Strand 3 Fitness and Physical Activity (A)	Strand 4 Personal/Social Behaviors and Values (B)
Domains			
<ul style="list-style-type: none"> - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) 	<ul style="list-style-type: none"> - Feedback (FB) - Movement Concepts (MC) <ul style="list-style-type: none"> • Space Awareness • Effort • Relationships - Motor Skills (MS) <ul style="list-style-type: none"> • Non-Locomotor • Locomotor • Manipulative - Aquatics (AQ) - Outdoor Pursuits (OP) - Target Games (TG) - Invasion Games (IG) - Net/Wall Games (NG) - Striking/Fielding Games (SG) - Rhythmic Activities (RA) - Participation Inside/Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE) 	<ul style="list-style-type: none"> - Participation During Physical Education (PE) - Participation Outside of Physical Education (PA) - Health-Related Fitness (HR) - Physical Activity and Nutrition (AN) 	<ul style="list-style-type: none"> - Feedback (FB) - Personal/Social Behaviors (PS) - Regular Participation (RP) - Social Benefits (SB) - Individual Differences (ID) - Feelings (FE)
It is the expectation that students utilize internal and external feedback to improve performance across all of the domain strands.			

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.03.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.

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

M.MC.03.03 demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.

M.MC.03.04 demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.

M.MC.03.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.

Effort

Students will...

M.MC.03.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.

M.MC.03.07 demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.

M.MC.03.08 demonstrate all effort movement concepts for flow (i.e., bound and free) in isolated settings.

Relationships

Students will...

M.MC.03.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.

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

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

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

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

M.MS.03.05 demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley.

***Aquatics**

Students will...

M.AQ.03.01 demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolated settings.

M.AQ.03.02 demonstrate selected elements of safe water entry and exit in isolated settings.

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

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

M.AQ.03.05 demonstrate putting on a life jacket in isolated settings.

M.AQ.03.06 demonstrate moving in the water while wearing a life jacket.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.03.01 demonstrate use of movement concepts in outdoor pursuits in isolated settings.

M.OP.03.02 demonstrate use of locomotor skills in outdoor pursuits in isolated settings.

M.OP.03.03 demonstrate use of non-locomotor skills in outdoor pursuits in isolated settings.

CONTENT KNOWLEDGE	<p style="text-align: center;">Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.03.01 demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms in repetition.</p>
	<p style="text-align: center;">Feedback</p> <p><i>Students will...</i></p> <p>K.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.</p> <p style="text-align: center;">Movement Concepts</p> <p>Space Awareness</p> <p><i>Students will...</i></p> <p>K.MC.03.01 distinguish among all space awareness movement concepts for location (e.g., self-space and general space).</p> <p>K.MC.03.02 distinguish among all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).</p> <p>K.MC.03.03 distinguish among all space awareness movement concepts for levels (i.e., low, medium, and high).</p> <p>K.MC.03.04 distinguish among all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).</p> <p>K.MC.03.05 distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).</p> <p>Effort</p> <p><i>Students will...</i></p> <p>K.MC.03.06 distinguish among all effort movement concepts for time (i.e., fast/slow and sudden/sustained).</p> <p>K.MC.03.07 distinguish among all effort movement concepts for force (i.e., strong and light).</p> <p>K.MC.03.08 distinguish among all effort movement concepts for flow (i.e., bound and free).</p> <p>Relationship</p> <p><i>Students will...</i></p> <p>K.MC.03.09 distinguish among all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).</p> <p>K.MC.03.10 distinguish among all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).</p>

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

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

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

***Aquatics**

Students will...

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

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

K.AQ.03.04 identify the elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, *Reach or Throw, Don't Go*, follow the rules, swim with supervision).

K.AQ.03.05 identify the elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).

K.AQ.03.06 identify the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim).

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.03.03 identify the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.03.04 identify selected safety features of outdoor pursuits.

Rhythmic Activities

Students will...

K.RA.03.01 create a simple repeating rhythmic sequence by combining a variety of movement skills.

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

K.HR.03.03 describe the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

K.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

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

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

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

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

Feelings

Students will...

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

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.03.01 participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

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

Health-Related Fitness

Students will...

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

A.HR.03.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

A.AN.03.01 identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.03.02 support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.

A.AN.03.03 participate in non-locomotor activities that promote healthy joint flexibility.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

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

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President

Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Evart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

4 PE

v.03.08

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

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

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

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

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

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

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

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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.04.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.

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

M.MC.04.03 demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.04 demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of selected fundamental motor skills in controlled settings.

Effort

Students will...

M.MC.04.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.

M.MC.04.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.

Relationships

Students will...

M.MC.04.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.

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

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

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

M.MS.04.04 demonstrate selected elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short-handled implements in isolated settings.

M.MS.04.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, and volley (e.g., forearm pass) in isolated settings.

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

*Aquatics

Students will...

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

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

M.AQ.04.03 demonstrate above water arm recovery and rudimentary kick with face in the water, breathing to the side to swim 15 feet/5 yards in the water in isolated settings.

M.AQ.04.04 demonstrate locomotion, in a supine position, using above water arm recovery, with arms entering at or above shoulder level with continuous kick 15 feet/5 yards in the water in isolated settings.

M.AQ.04.06 demonstrate jumping or stepping from the side while wearing a life jacket and locomote to a position of safety in isolated settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.04.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in isolated settings.

M.OP.04.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment (e.g., backpack) in isolated settings.

M.OP.04.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in isolated settings.

M.OP.04.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in isolated settings.

Target Games

Students will...

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

Invasion Games

Students will...

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

Net/Wall Games

Students will...

M.NG.04.01 demonstrate selected solutions to tactical problems, such as maintaining a rally and defending space (e.g., returning to base) during modified, cooperative net/wall games.

Striking/Fielding Games

Students will...

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

Rhythmic Activities

Students will...

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

**CONTENT
KNOWLEDGE**

Feedback

Students will...

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

Movement Concepts

Students will...

K.MC.04.12 apply knowledge of critical elements of all movement concepts while performing locomotor skills in isolated settings.

K.MC.04.13 apply knowledge of critical elements of all movement concepts while performing non-locomotor skills in isolated settings.

K.MC.04.14 apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings.

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

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

*Aquatics

Students will...

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

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

K.AQ.04.04 describe critical elements of basic aquatic safety rules (e.g., swim with a buddy, wear a life jacket, *Reach or Throw, Don't Go*, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).

K.AQ.04.05 describe all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).

K.AQ.04.06 describe all critical elements of how to use the knowledge of how to get help.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.04.03 describe the function of clothing and equipment associated with selected outdoor pursuits.

K.OP.04.04 identify selected safety features of outdoor pursuits.

Target Games

Students will...

K.TG.04.01 identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

Invasion Games

Students will...

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

Net/Wall Games

Students will...

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

Striking/Fielding Games

Students will...

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

Rhythmic Activities

Students will...

K.RA.04.01 create a repeating rhythmic sequence by combining a variety of mature movement skills.

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

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

K.HR.04.03 understand the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

K.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

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

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

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

K.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

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

Feelings

Students will...

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

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.04.01 participate in physical activities that are moderate in intensity level (i.e., a minimum of 50% of class time sustaining a minimum of 60% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

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

Health-Related Fitness

Students will...

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

A.HR.04.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

A.AN.04.01 describe selected effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.04.02 support body weight while participating in activities that improve physical fitness.

A.AN.04.03 participate in non-locomotor activities that promote healthy joint flexibility.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

A.AN.04.04 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in isolated settings.

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

B.PS.04.01 exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

B.ID.04.01 participate with students of varying skill and fitness levels in isolated settings.

B.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

Feelings

Students will...

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



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*

GRADE LEVEL CONTENT EXPECTATIONS

5 PE

v.03.08

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

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

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

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

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

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

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



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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.05.01 demonstrate all space awareness movement concepts for location (e.g., self-space and general space) with mature form of non-locomotor, locomotor, and selected manipulative skills (i.e., roll, underhand throw, overhand throw) in controlled settings.

M.MC.05.02 demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) with mature form of fundamental motor skills in controlled settings.

M.MC.05.03 demonstrate mature form and function of all space awareness movement concepts for levels (i.e., low, medium, and high) with mature form of fundamental motor skills in controlled settings.

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

M.MC.05.05 demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) with mature form of fundamental motor skills in controlled settings.

Effort

Students will...

M.MC.05.06 demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) with mature form of fundamental motor skills in controlled settings.

M.MC.05.07 demonstrate all effort movement concepts for force (i.e., strong and light) with mature form of selected fundamental motor skills in controlled settings.

M.MC.05.08 demonstrate all effort movement concepts for flow (i.e., bound and free) with mature form of selected fundamental motor skills in controlled settings.

Relationships

Students will...

M.MC.05.09 demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) with mature form of selected fundamental motor skills in controlled settings.

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

M.MC.05.11 demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) with mature form of fundamental motor skills in controlled settings.

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

M.MS.05.04 demonstrate mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and short and long handled implements in isolated settings.

M.MS.05.05 demonstrate selected elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley (e.g., forearm pass, overhead set), and punt in isolated settings.

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

*Aquatics

Students will...

M.AQ.05.01 demonstrate mature form for the basic aquatic skills of front float, back float, glide, and recovery in isolated settings.

M.AQ.05.02 demonstrate safe water entry and exit, independently, by jumping or stepping from the side safely in isolated settings.

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

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

M.AQ.05.06 demonstrate jumping or stepping from the side while wearing a life jacket, demonstrate HELP and Huddle positions for one minute, and locomote to a position of safety in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.05.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings with external feedback.

M.OP.05.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in isolated settings.

Target Games

Students will...

M.TG.05.01 demonstrate selected use of strategies for tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

Invasion Games

Students will...

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

Net/Wall Games

Students will...

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

Striking/Fielding Games

Students will...

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

Rhythmic Activities

Students will...

M.RA.05.01 demonstrate a sequence of rhythmic patterns traveling along pathways (i.e., circle, zigzag, straight line).

**CONTENT
KNOWLEDGE**

Feedback

Students will...

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

Movement Concepts

Students will...

K.MC.05.15 apply limited knowledge of movement concepts while performing non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.

Motor Skills

Non-Locomotor

Students will...

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

Locomotor

Students will...

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

Manipulative

Students will...

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

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

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

*Aquatics

Students will...

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

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

K.AQ.05.04 distinguish between all critical elements of basic selected aquatic safety rules (e.g., swim with a buddy, wear a life jacket, *Reach or Throw, Don't Go*, follow the rules, swim with supervision, boating safety, H.E.L.P., Huddle).

K.AQ.05.05 distinguish between all critical elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).

K.AQ.05.06 distinguish between all critical elements of how to get help in simulated emergency practice.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

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

K.OP.05.04 describe selected safety features of outdoor pursuits.

K.OP.05.07 describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.

Target Games

Students will...

K.TG.05.01 identify tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

Invasion Games

Students will...

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

Net/Wall Games

Students will...

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

Striking/Fielding Games

Students will...

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

Rhythmic Activities

Students will...

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

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

K.HR.05.02 predict results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.05.03 predict results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

K.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

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

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

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

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

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

Feelings

Students will...

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

**FITNESS AND
PHYSICAL
ACTIVITY**

**Participation During
Physical Education**

Students will...

A.PE.05.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 65% of target heart rate) in physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.

**Participation Outside of
Physical Education**

Students will...

A.PA.05.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 65% of target heart rate) outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.

Health-Related Fitness

Students will...

A.HR.05.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.05.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

Physical Activity and Nutrition

Students will...

A.AN.05.01 describe effects that physical activity and nutrition have on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.05.02 support body weight while participating in activities that improve physical fitness.

A.AN.05.03 participate in non-locomotor activities that promote healthy joint flexibility.

A.AN.05.04 utilize physiological indicators associated with moderate to vigorous physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) to adjust participation/effort in controlled settings.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

B.ID.05.01 participate alone or with other students of varying skill and fitness levels in controlled settings.

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

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President

Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

6 PE

v.03.08

MOTOR SKILLS
AND MOVEMENT
PATTERNS

CONTENT
KNOWLEDGE

FITNESS AND
PHYSICAL
ACTIVITY

PERSONAL AND
SOCIAL
BEHAVIORS AND
VALUES

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

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

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

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

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

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



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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

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

Motor Skills

Manipulative

Students will...

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

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

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

***Aquatics**

Students will...

M.AQ.06.03 demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

M.AQ.06.04 demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.

M.AQ.06.07 demonstrate selected elements of assisting a distressed swimmer in isolated settings.

M.AQ.06.08 demonstrate selected elements of getting help and assisting a choking victim in isolated settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.06.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in controlled settings.

M.OP.06.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in controlled settings.

M.OP.06.05 demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in controlled settings.

Target Games

Students will...

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

Invasion Games

Students will...

M.IG.06.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

M.IG.06.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

Net/Wall Games

Students will...

M.NG.06.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

M.NG.06.02 demonstrate selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

	<p>Striking/Fielding Games</p> <p><i>Students will...</i></p> <p>M.SG.06.01 demonstrate selected use of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).</p>
	<p>Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.06.01 demonstrate two rhythms, simultaneously, in two different parts of the body.</p>
<p>CONTENT KNOWLEDGE</p>	<p>Feedback</p> <p><i>Students will...</i></p> <p>K.FB.06.01 describe how internal (prior knowledge) and external feedback improves motor skills and movement patterns, fitness, and physical activities in controlled settings.</p>
	<p>Movement Concepts</p> <p><i>Students will...</i></p> <p>K.MC.06.15 apply 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 controlled settings.</p>
	<p>Motor Skills</p> <p><i>Students will...</i></p> <p>K.MS.06.05 apply knowledge of movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) in controlled settings.</p>

***Aquatics**

Students will...

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

K.AQ.06.03 apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

K.AQ.06.04 apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.

K.AQ.06.05 apply knowledge of critical elements of assisting a choking victim in isolated settings.

K.AQ.06.06 apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.06.03 distinguish between the function of equipment associated with selected outdoor pursuits.

K.OP.06.04 apply knowledge of safety features of outdoor pursuits in controlled settings.

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

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

K.OP.06.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.

Target Games

Students will...

K.TG.06.01 describe selected elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, unopposed target games.

Invasion Games

Students will...

K.IG.06.01 describe selected elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

K.IG.06.02 identify selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 3 vs. 3).

Net/Wall Games

Students will...

K.NG.06.01 distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

K.NG.06.02 distinguish among selected elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

Striking/Fielding Games

Students will...

K.SG.06.01 describe selected elements of infield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., strike a stationary/moving object, 5 vs. 5).

Rhythmic Activities

Students will...

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

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

K.HR.06.02 use the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.06.03 use the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

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

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

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

Physical Activity and Nutrition

Students will...

K.AN.06.01 discuss the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

K.AN.06.02 use the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

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

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

Feelings

Students will...

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

FITNESS AND PHYSICAL ACTIVITY

Participation During Physical Education

Students will...

A.PE.06.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 60% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.

Participation Outside of Physical Education

Students will...

A.PA.06.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

Health-Related Fitness

Students will...

A.HR.06.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.06.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

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

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

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

Physical Activity and Nutrition

Students will...

A.AN.06.01 apply the effects of physical activity and nutrition on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).

A.AN.06.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones) with internal or external feedback.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

B.FB.06.01 describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

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

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

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Casandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

7 PE

v.03.08

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

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

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

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

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

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

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



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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.07.01 demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.

Motor Skills

Manipulative

Students will...

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

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

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

***Aquatics**

Students will...

M.AQ.07.03 demonstrate selected elements of mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

M.AQ.07.04 demonstrate selected elements of mature form for the basic aquatic skill of backstroke in controlled settings.

M.AQ.07.07 demonstrate selected elements of assisting a distressed swimmer in controlled settings.

M.AQ.07.08 demonstrate selected elements of getting help and assisting a choking victim in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.07.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings with external feedback.

M.OP.07.04 demonstrate ability to safely manipulate or use equipment in outdoor pursuits in controlled settings.

M.OP.07.05 demonstrate ability to make minor repairs to equipment in outdoor pursuits in controlled settings.

Target Games

Students will...

M.TG.07.01 demonstrate selected tactical skills, such as accuracy in distance and direction (e.g., reducing number of shots, implement selection, set up routine) during modified 1 vs. 1 target games.

M.TG.07.02 demonstrate use of selected strategies for tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified target games.

Invasion Games

Students will...

M.IG.07.01 demonstrate selected off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

M.IG.07.02 demonstrate selected on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

Net/Wall Games

Students will...

M.NG.07.01 demonstrate selected solutions to tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

M.NG.07.02 demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

	<p>Striking/Fielding Games</p> <p><i>Students will...</i></p> <p>M.SG.07.01 demonstrate elements of selected infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).</p>
	<p>Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.07.01 demonstrate student-created rhythmic movement patterns with pathways with a partner to different musical rhythms.</p>
<p>CONTENT KNOWLEDGE</p>	<p>Feedback</p> <p><i>Students will...</i></p> <p>K.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.</p>
	<p>Movement Concepts</p> <p><i>Students will...</i></p> <p>K.MC.07.15 apply knowledge of selected movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding in modified games and outdoor activities in dynamic settings.</p>
	<p>Motor Skills</p> <p><i>Students will...</i></p> <p>K.MS.07.05 apply knowledge of selected movement concepts and skills to design (plan) a four-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.</p>

***Aquatics**

Students will...

K.AQ.07.02 apply knowledge of limited critical elements of safe water entry and exit in controlled settings.

K.AQ.07.03 apply knowledge of limited critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

K.AQ.07.04 apply knowledge of limited critical elements of assisting a distressed swimmer in controlled settings.

K.AQ.07.05 apply knowledge of limited critical elements of assisting a choking victim in controlled settings.

K.AQ.07.06 apply knowledge of limited critical elements of how to get help in simulated emergency practice in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.07.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in controlled settings.

K.OP.07.04 apply knowledge of selected safety features of outdoor pursuits in controlled settings.

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

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

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

Target Games

Students will...

K.TG.07.01 describe all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during modified, 1 vs. 1, opposed target games.

K.TG.07.02 describe selected elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, unopposed target games.

Invasion Games

Students will...

K.IG.07.01 describe all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

K.IG.07.02 describe selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

Net/Wall Games

Students will...

K.NG.07.01 distinguish among selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

K.NG.07.02 distinguish among elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 1 vs. 1 to 3 vs. 3).

Striking/Fielding Games

Students will...

K.SG.07.01 distinguish among elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases on throw from outfield positions, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 6 vs. 6, outfielders with shortstop and second base person, focus on runner at second).

Rhythmic Activities

Students will...

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

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

K.HR.07.02 plan a course of action to meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.07.03 plan a course of action to meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

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

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

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

Physical Activity and Nutrition

Students will...

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

K.AN.07.02 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.

Personal/Social Behaviors

Students will...

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

K.PS.07.02 compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

	<p>Regular Participation</p> <p><i>Students will...</i></p> <p>K.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.</p> <p>K.RP.07.02 explain why to choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.</p> <hr/> <p>Social Benefits</p> <p><i>Students will...</i></p> <p>K.SB.07.01 use physical activity as a positive opportunity for social interaction in dynamic settings.</p> <hr/> <p>Individual Differences</p> <p><i>Students will...</i></p> <p>K.ID.07.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>K.ID.07.02 examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.</p> <hr/> <p>Feelings</p> <p><i>Students will...</i></p> <p>K.FE.07.01 examine indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p>
<p>FITNESS and PHYSICAL ACTIVITY</p>	<p>Participation During Physical Education</p> <p><i>Students will...</i></p> <p>A.PE.07.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 65% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>

Participation Outside of Physical Education

Students will...

A.PA.07.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.

Health-Related Fitness

Students will...

A.HR.07.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

A.HR.07.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

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

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

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

Physical Activity and Nutrition

Students will...

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

A.AN.07.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones), with teacher guidance.

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

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

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

Regular Participation

Students will...

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

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

Social Benefits

Students will...

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

Individual Differences

Students will...

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

B.ID.07.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

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

Feelings

Students will...

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



Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*

Michigan State Board of Education

Kathleen N. Straus
President

Bloomfield Township

John C. Austin
Vice President

Ann Arbor

Carolyn L. Curtin
Secretary

Ewart

Marianne Yared McGuire
Treasurer

Detroit

Nancy Danhof
NASBE Delegate

East Lansing

Elizabeth W. Bauer
Member

Birmingham

Reginald M. Turner
Member

Detroit

Cassandra E. Ulbrich
Member

Rochester Hills

Gov. Jennifer M. Granholm

Ex Officio

Michael P. Flanagan
Chairman

*Superintendent of
Public Instruction*

Ex Officio

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*

GRADE LEVEL CONTENT EXPECTATIONS

8 PE

v.03.08

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

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

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

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

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

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

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



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

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

Curriculum

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

Instruction and Assessment

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

Opportunity to Learn

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

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

Overview of the Content Expectations

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

Michigan Physical Education Content Standards (2007)

A physically educated person:

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

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

participates regularly in lifelong physical activity. (M)

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

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

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

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

Understanding the Organizational Structure

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

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

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

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

**MOTOR SKILLS
AND
MOVEMENT
PATTERNS**

Movement Concepts

Space Awareness

Students will...

M.MC.08.01 demonstrate all space awareness movement concepts with mature form of non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhead throw) in dynamic settings.

Motor Skills

Manipulative

Students will...

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

M.MS.08.05 demonstrate mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, and punt in controlled settings.

M.MS.08.06 perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

***Aquatics**

Students will...

M.AQ.08.03 demonstrate mature form for the basic aquatic skills of front crawl and breaststroke in controlled settings.

M.AQ.08.04 demonstrate mature form for the basic aquatic skill of backstroke in controlled settings.

M.AQ.08.07 demonstrate assisting a distressed swimmer in controlled settings.

M.AQ.08.08 demonstrate getting help and assisting a choking victim in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

M.OP.08.01 demonstrate use of movement concepts in outdoor pursuits with self and equipment in dynamic settings.

M.OP.08.02 demonstrate use of locomotor skills in outdoor pursuits with self and equipment in dynamic settings.

M.OP.08.03 demonstrate use of non-locomotor skills in outdoor pursuits with self and equipment in dynamic settings.

M.OP.08.04 demonstrate ability to safely manipulate or use equipment in selected outdoor pursuits in dynamic settings.

M.OP.08.05 demonstrate ability to make minor repairs to equipment in selected outdoor pursuits in dynamic settings.

Target Games

Students will...

M.TG.08.01 demonstrate use of strategies for tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1 target games.

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

Invasion Games

Students will...

M.IG.08.01 demonstrate off-the-ball tactical movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

M.IG.08.02 demonstrate on-the-ball tactical movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

Net/Wall Games

Students will...

M.NG.08.01 demonstrate selected elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 3 vs. 3).

M.NG.08.02 demonstrate tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 to 6 vs. 6).

	<p>Striking/Fielding Games</p> <p><i>Students will...</i></p> <p>M.SG.08.01 demonstrate infield and outfield tactical movements, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).</p>
	<p>Rhythmic Activities</p> <p><i>Students will...</i></p> <p>M.RA.08.01 demonstrate rhythmic movement patterns with pathways using different qualities of movement (e.g., free/bound, strong/light, sustained/quick).</p>
<p>CONTENT KNOWLEDGE</p>	<p>Feedback</p> <p><i>Students will...</i></p> <p>K.FB.08.01 apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.</p> <p>Movement Concepts</p> <p><i>Students will...</i></p> <p>K.MC.08.15 apply knowledge of movement concepts while performing non-locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>Motor Skills</p> <p><i>Students will...</i></p> <p>K.MS.08.05 apply knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., simple rhythmic or aerobic activities) with flow in controlled settings.</p>

***Aquatics**

Students will...

K.AQ.08.02 apply knowledge of critical elements of safe water entry and exit in controlled settings.

K.AQ.08.03 apply knowledge of critical elements of aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.

K.AQ.08.04 apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.

K.AQ.08.05 apply knowledge of critical elements of assisting a choking victim in controlled settings.

K.AQ.08.06 apply knowledge of critical elements of how to get help in simulated emergency practice in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilities or community resources to meet all of the aquatics grade level content expectations, however, all water safety grade level content expectations should be met within all physical education programs whether or not pool facilities are available.

Outdoor Pursuits

Students will...

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

K.OP.08.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.

K.OP.08.04 apply knowledge of safety features of outdoor pursuits in controlled settings.

K.OP.08.05 apply decision-making skills related to engaging in outdoor pursuits.

K.OP.08.06 identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.

K.OP.08.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.

Target Games

Students will...

K.TG.08.01 distinguish among all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 1 vs. 1, opposed target games.

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

Invasion Games

Students will...

K.IG.08.01 distinguish among all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

K.IG.08.02 distinguish among selected elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating and using space), preventing scoring (e.g., defending space, defending goal, winning the object), starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., small-sided games, such as 4 vs. 4).

Net/Wall Games

Students will...

K.NG.08.01 distinguish among all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).

K.NG.08.02 distinguish among all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., small-sided games, such as 2 vs. 2 and 3 vs. 3).

Striking/Fielding Games

Students will...

K.SG.08.01 distinguish among all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 8 vs. 8, 4 outfielders and 4 infielders focus on runner advancing to third).

Rhythmic Activities

Students will...

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

Participation Inside/Outside of Physical Education

Students will...

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

Health-Related Fitness

Students will...

K.HR.08.02 describe results for the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

K.HR.08.03 describe results for the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

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

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

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

K.HR.08.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.

K.HR.08.08 understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

Students will...

K.AN.08.01 evaluate the effects of physical activity and nutrition on the body.

K.AN.08.02 evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

Personal/Social Behaviors

Students will...

K.PS.08.01 analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

K.PS.08.02 analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

Regular Participation

Students will...

K.RP.08.01 choose to participate in activities that are personally challenging in dynamic settings.

K.RP.08.02 explain why to choose to exercise, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.

FITNESS and PHYSICAL ACTIVITY	<p>Social Benefits</p> <p><i>Students will...</i></p> <p>K.SB.08.01 use physical activity as a positive opportunity for social interaction in dynamic settings.</p>
	<p>Individual Differences</p> <p><i>Students will...</i></p> <p>K.ID.08.01 choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>K.ID.08.02 analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.</p>
	<p>Feelings</p> <p><i>Students will...</i></p> <p>K.FE.08.01 analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.</p>
	<p>Participation During Physical Education</p> <p><i>Students will...</i></p> <p>A.PE.08.01 participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time sustaining a minimum of 70% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, aquatics, and fitness-related activities inside physical education.</p>
	<p>Participation Outside of Physical Education</p> <p><i>Students will...</i></p> <p>A.PA.08.01 accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 70% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p>
	<p>Health-Related Fitness</p> <p><i>Students will...</i></p> <p>A.HR.08.02 meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p>

A.HR.08.03 meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).

A.HR.08.04 meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).

A.HR.08.05 meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).

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

A.HR.08.07 self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.

A.HR.08.08 recognize the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

Students will...

A.AN.08.01 monitor, independently, the effects of physical activity and nutrition on the body.

A.AN.08.04 apply the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).

**PERSONAL/
SOCIAL
BEHAVIORS
AND VALUES**

Feedback

Students will...

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

Personal/Social Behaviors

Students will...

B.PS.08.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

B.PS.08.02 apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.

Regular Participation

Students will...

B.RP.08.01 choose to participate, independently, in activities that are personally challenging in dynamic settings.

B.RP.08.02 choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.

Social Benefits

Students will...

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

Individual Differences

Students will...

B.ID.08.01 demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.

B.ID.08.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.

B.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.

Feelings

Students will...

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

Acknowledgements

Academic Review

Debra S. Berkey, *Western Michigan University*

William Connor, *Northern Michigan University*

Doug Curry, *Wayne State University*

Maxine DeBruyn, *Hope College*

Roberta Faust, *Eastern Michigan University*

Nicki Flinn, *Owosso Public Schools*

Heidi Harris, *University of Michigan*

Thomas R. Johnson, *Albion College*

Joyce Krause, *Wayne State University*

Suzanna Rocco Dillon, *Wayne State University*

Bo Shen, *Wayne State University*

Ann-Catherine Sullivan, *Saginaw Valley State University*

Cheryl Teeters, *Northern Michigan University*

Amy Vertalka, *Owosso Public Schools*

Patricia Van Volkinburg, *University of Michigan*

Internal Review

Mary Ann Chartrand, *Michigan Department of Education*

Kyle Guerrant, *Michigan Department of Education*



Michigan State Board of Education

Kathleen N. Straus
President
Bloomfield Township

John C. Austin
Vice President
Ann Arbor

Carolyn L. Curtin
Secretary
Ewart

Marianne Yared McGuire
Treasurer
Detroit

Nancy Danhof
NASBE Delegate
East Lansing

Elizabeth W. Bauer
Member
Birmingham

Reginald M. Turner
Member
Detroit

Cassandra E. Ulbrich
Member
Rochester Hills

Gov. Jennifer M. Granholm
Ex Officio

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

Carol Wolenberg
Deputy Superintendent

Mary Ann Chartrand
*Director
Grants Coordination
and School Support*