MOTOR SKILLS AND MOVEMENT PATTERNS

CONTENT KNOWLEDGE

FITNESS AND PHYSICAL ACTIVITY

PERSONAL/SOCIAL BEHAVIORS AND VALUES

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Professional Organizations whose members have contributed to the Development of Michigan's K-8 Grade Level Content Expectations through their work on committees:

GRADE LEVEL CONTENT EXPECTATIONS   v.03.08

Physical Education

Michigan's Physical Education Grade Level Content Expectations in Content Knowledge are categorized into 18 domains:

Feedback (FB)
Movement Concepts (MC)
Motor Skills (MS)
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)

Students should build their repertoire of knowledge concepts across grade levels. For students, knowledge about *why* to be physically active is as important as knowledge about *how* to be physically active. Knowledge concepts include: how and where the body should move, how the body can move, and how the body functions, as well as knowledge that is reinforced through actual movement. Knowledge of physical activity includes physical, social, and mental health benefits. Knowledge of rules, appropriate behavior, fitness, and safety concepts and health benefits are also included. The acquisition of skill concept, movement concept, fitness concept, and activity concept knowledge requires the utilization of internal and external feedback.

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Content Knowledge

Feedback

	K	1	2	3	4	5	6	7	8
Students will...									
Feedback	**K.FB.00.01** use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	**K.FB.01.01** use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	**K.FB.02.01** use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.	**K.FB.03.01** use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	**K.FB.04.01** use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	**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.	**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.	**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.	**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.

Movement Concepts

	K	1	2	3	4	5	6	7	8
Students will...									
Movement Concepts	**K.MC.00.01** identify limited space awareness movement concepts for location, i.e., self-space and general space.	**K.MC.01.01** identify all space awareness movement concepts for location (e.g., self-space and general space).	**K.MC.02.01** describe space awareness movement concepts for location (e.g., self-space and general space).	**K.MC.03.01** distinguish among all 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.01.02** identify all space awareness movement concepts for directions (e.g., up/down, forward/backward, and right/left).	**K.MC.02.02** describe space awareness movement concepts for directions (i.e., up/down, forward/ backward, right/ left, and clockwise/ counterclockwise).	**K.MC.03.02** distinguish among all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/ counterclockwise).					
	K.MC.00.03 identify limited space awareness movement concepts for levels (e.g., low and high).	**K.MC.01.03** identify all space awareness movement concepts for levels (i.e., low, medium, and high).	**K.MC.02.03** describe space awareness movement concepts for levels (i.e., low, medium, and high).	**K.MC.03.03** distinguish among all space awareness movement concepts for levels (i.e., low, medium, and high).					

Content Knowledge

Movement Concepts - Continued

	K	1	2	3	4	5	6	7	8
Movement Concepts	*Students will...*								
	K.MC.00.04 identify selected space awareness movement concepts for pathways (e.g., straight and curved).	**K.MC.01.04** identify all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).	**K.MC.02.04** describe space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).	**K.MC.03.04** distinguish among all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).					
	K.MC.00.05 identify selected space awareness movement concepts for extensions (e.g., large/small).	**K.MC.01.05** identify all space awareness movement concepts for extensions (i.e., large/small and far/near).	**K.MC.02.05** describe space awareness movement concepts for extensions (i.e., large/small and far/near).	**K.MC.03.05** distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).					
	K.MC.00.06 identify selected effort movement concepts for time (e.g., fast/slow).	**K.MC.01.06** identify all effort movement concepts for time (i.e., fast/slow and sudden/sustained).	**K.MC.02.06** describe effort movement concepts for time (i.e., fast/slow and sudden/sustained).	**K.MC.03.06** distinguish among 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.02.07** describe effort movement concepts for force (i.e., strong and light).	**K.MC.03.07** distinguish among 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).	**K.MC.02.08** describe effort movement concepts for flow (i.e., bound and free).	**K.MC.03.08** distinguish among all effort movement concepts for flow (i.e., bound and free).					
	K.MC.00.09 identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).	**K.MC.01.09** identify all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).	**K.MC.02.09** describe relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).	**K.MC.03.09** distinguish among all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).					

Content Knowledge

Movement Concepts - Continued

	K	1	2	3	4	5	6	7	8
	Students will...								
Movement Concepts	**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.01.10** identify all relationship movement concepts of objects and/or people (e.g., over/under, on/off, near/far, front/behind, along/through, meeting/ parting, surrounding, around, and alongside).	**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.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).					
	K.MC.00.11 identify selected relationship movement concepts with people (e.g., leading/following).	**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).	**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).	**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).					
					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.				

Content Knowledge

Movement Concepts - Continued

	K	1	2	3	4	5	6	7	8
Movement Concepts	*Students will...*								
						K.MC.05.15 apply knowledge of movement concepts while performing non-locomotor, locomotor, and selected manipulative skills (e.g., roll, underhand throw, overhand throw) in controlled settings.	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.	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.	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.

Motor Skills

	K	1	2	3	4	5	6	7	8
Motor Skills	*Students will...*								
	K.MS.00.01 identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.	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.	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.	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.	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.	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.			
	K.MS.00.02 identify selected critical elements of the following locomotor skills: walk and jump.	K.MS.01.02 identify all the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, and chase.	K.MS.02.02 describe the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, and flee.	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.	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.	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.			
	K.MS.00.03 identify selected elements of the following manipulative skills: roll and underhand throw.	K.MS.01.03 identify selected elements of the following manipulative skills: roll and overhand throw.	K.MS.02.03 describe selected critical elements of the following manipulative skills: roll and underhand throw.	K.MS.03.03 distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.	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.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.			

Content Knowledge

Motor Skills - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Motor Skills			K.MS.02.04 identify selected critical elements of the manipulative skills of catch and kick.	K.MS.03.04 identify the critical elements of the manipulative skills of catch, kick, hand dribble, foot dribble, and strike with hand.	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.	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.	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.	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.	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.

*Aquatics

	K	1	2	3	4	5	6	7	8
Students will...									
Aquatics			K.AQ.02.01 identify limited critical elements of the basic aquatic skills of front float, back float, and recovery.	K.AQ.03.01 identify all of the critical elements of selected aquatic skills: front float, back float, and recovery.	K.AQ.04.01 describe the critical elements of selected aquatic skills: front float, back float, glide, and recovery.	K.AQ.05.01 distinguish between the critical elements of selected aquatic skills: front float, back float, glide, and recovery.			
			K.AQ.02.02 identify limited elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing).	K.AQ.03.02 identify elements of safe water entry and exit (e.g., ladder, jumps, ramp, climbing).	K.AQ.04.02 describe critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).	K.AQ.05.02 distinguish between all critical elements of safe water entry and exit (e.g., ladder, jump, ramp, climbing, diving).	K.AQ.06.02 apply knowledge of critical elements of safe water entry and exit in isolated skill settings.	K.AQ.07.02 apply knowledge of limited critical elements of safe water entry and exit in controlled settings.	K.AQ.08.02 apply knowledge of critical elements of safe water entry and exit in controlled settings.

*The Michigan Department of Education acknowledges that some schools do not have the facilties or commmunity 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.

Content Knowledge

*Aquatics - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Aquatics							K.AQ.06.03 apply knowledge of critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading in controlled settings.	K.AQ.07.03 apply knowledge of limited critical elements of selected aquatic skills: front crawl, backstroke, breaststroke, and treading 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.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.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.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.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.06.04 apply knowledge of critical elements of assisting a distressed swimmer in isolated settings.	K.AQ.07.04 apply knowledge of limited critical elements of assisting a distressed swimmer in controlled settings.	K.AQ.08.04 apply knowledge of critical elements of assisting a distressed swimmer in controlled settings.
			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.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.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.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.06.05 apply knowledge of critical elements of assisting a choking victim in isolated settings.	K.AQ.07.05 apply knowledge of limited critical elements of assisting a choking victim in controlled settings.	K.AQ.08.05 apply knowledge of critical elements of assisting a choking victim in controlled settings.
			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).	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).	K.AQ.04.06 describe all critical elements of how to use the knowledge of how to get help.	K.AQ.05.06 distinguish between all critical elements of how to get help in simulated emergency practice.	K.AQ.06.06 apply knowledge of critical elements of how to get help in simulated emergency practice in isolated settings.	K.AQ.07.06 apply knowledge of limited critical elements of how to get help in simulated emergency practice in controlled settings.	K.AQ.08.06 apply knowledge of critical elements of how to get help in simulated emergency practice in controlled settings.

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Outdoor Pursuits

	K	1	2	3	4	5	6	7	8
Students will...									
Outdoor Pursuits		K.OP.01.01 identify selected elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.	K.OP.02.01 identify elements of the seven principles of Leave No Trace (PEAK version) in isolated settings.	K.OP.03.01 describe selected elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.	K.OP.04.01 distinguish among the seven principles of Leave No Trace (PEAK version) in controlled settings..	K.OP.05.01 apply knowledge of elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.	K.OP.06.01 apply knowledge of selected aspects of the seven principles of Leave No Trace (Teen version) in controlled settings.	K.OP.07.01 apply knowledge of selected elements of the seven principles of Leave No Trace (Teen version) in dynamic settings.	K.OP.08.01 apply knowledge of the seven principles of Leave No Trace (Teen version) in dynamic settings.

Content Knowledge

Outdoor Pursuits - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Outdoor Pursuits		K.OP.01.03 identify selected aspects of types of equipment and/or accessories associated with outdoor pursuits.	K.OP.02.03 identify selected elements of types of equipment with outdoor pursuits.	K.OP.03.03 identify the function of clothing and equipment associated with selected outdoor pursuits.	K.OP.04.03 describe the function of clothing and equipment associated with selected outdoor pursuits.	K.OP.05.03 describe the function of clothing and equipment associated with selected outdoor pursuits.	K.OP.06.03 distinguish between the function of equipment associated with selected outdoor pursuits.	K.OP.07.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in controlled settings.	K.OP.08.03 apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
				K.OP.03.04 identify selected safety features of outdoor pursuits.	K.OP.04.04 identify selected safety features of outdoor pursuits.	K.OP.05.04 describe selected safety features of outdoor pursuits.	K.OP.06.04 apply knowledge of safety features of outdoor pursuits in controlled settings.	K.OP.07.04 apply knowledge of selected safety features of outdoor pursuits in controlled settings.	K.OP.08.04 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.07.05 apply elements of decision-making skills related to engaging in outdoor pursuits.	K.OP.08.05 apply 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.07.06 identify governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.	K.OP.08.06 identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.
						K.OP.05.07 describe appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in isolated settings.	K.OP.06.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.	K.OP.07.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in controlled settings.	K.OP.08.07 distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.

Content Knowledge

Target Games

	K	1	2	3	4	5	6	7	8
Target Games									
Students will...									
					K.TG.04.01 identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.	K.TG.05.01 identify tactical problems, (e.g., accuracy in distance and direction) during modified, unopposed target games.	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.	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.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.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.	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

	K	1	2	3	4	5	6	7	8
Students will...									
Invasion Games						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).	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).	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.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.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).

Content Knowledge

Invasion Games - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Invasion Games							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).	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).	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), 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

	K	1	2	3	4	5	6	7	8
Students will...									
Net/Wall Games					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.	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.	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.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.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).

Content Knowledge

Net/Wall Games - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Net/Wall Games							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).	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).	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

	K	1	2	3	4	5	6	7	8
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).	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).	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).	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).	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).

Content Knowledge

Rhythmic Activities

	K	1	2	3	4	5	6	7	8
Students will...									
	K.RA.00.01 identify basic rhythmic patterns (e.g., even and uneven).	**K.RA.01.01** distinguish between basic rhythmic patterns (e.g., even and uneven).	**K.RA.02.01** compare basic rhythmic patterns.	**K.RA.03.01** create a simple repeating rhythmic sequence by combining a variety of movement skills.	**K.RA.04.01** create a repeating rhythmic sequence by combining a variety of mature movement skills.	**K.RA.05.01** integrate basic rhythmic formations, positions, and steps into a rhythmic activity.	**K.RA.06.01** integrate rhythmic formations, positions, and steps with a partner or group in a rhythmic activity.	**K.RA.07.01** assess complex, creative rhythmic formations, positions, and steps.	**K.RA.08.01** assess complex, creative rhythmic formations, positions, and steps that use equipment.

(Left vertical label: Rhythmic Activities)

Participation Inside/Outside of Physical Education

	K	1	2	3	4	5	6	7	8
Students will...									
	K.PA.00.01 recognize varying types of physical activities.	**K.PA.01.01** identify safety rules and procedures for selected physical activities.	**K.PA.02.01** understand safety rules and procedures for selected physical activities.	**K.PA.03.01** identify opportunities for physical activity within the school and community.	**K.PA.04.01** identify and participate in new physical activities.	**K.PA.05.01** explain the effects and benefits of physical activity.	**K.PA.06.01** compare and contrast physical activities for intensity and skill level.	**K.PA.07.01** explain the relationship between physical activity and lifelong health.	**K.PA.08.01** set individual physical activity goals and formulate a physical activity program that meets national guidelines.

(Left vertical label: Participation Inside/Outside of Physical Education)

Content Knowledge
Health-Related Fitness

	K	1	2	3	4	5	6	7	8
Students will...									
Health-Related Fitness	K.HR.00.01 identify one of the five components of health-related fitness.	K.HR.01.01 identify three of the five components of health-related fitness.	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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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.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).	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).	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).	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).	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.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.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).

Content Knowledge

Health-Related Fitness - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Health-Related Fitness							K.HR.06.06 identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.	K.HR.07.06 develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.	K.HR.08.06 develop and implement 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.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.08.07 understand how to self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition.
							K.HR.06.08 understand how to identify the principles of training (frequency, intensity, type, time, overload, specificity).	K.HR.07.08 describe the principles of training (frequency, intensity, type, time, overload, specificity).	K.HR.08.08 understand how to recognize the principles of training (frequency, intensity, type, time, overload, specificity).

Physical Activity and Nutrition

	K	1	2	3	4	5	6	7	8
Students will...									
Physical Activity and Nutrition	K.AN.00.01 identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).	K.AN.01.01 identify that moderate levels of physical activity increase heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).	K.AN.02.01 differentiate between moderate to vigorous levels of physical activity.	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.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.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.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.07.01 evaluate the effects of physical activity and nutrition on the body, with teacher guidance.	K.AN.08.01 evaluate the effects of physical activity and nutrition on the body.

Content Knowledge

Physical Activity and Nutrition - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
Physical Activity and Nutrition	**K.AN.00.02** identify that supporting body weight in selected activities develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.	**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).	**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.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.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.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.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.	**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.	**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).
		K.AN.01.03 recognize flexibility through a full range of motion of major joints.	**K.AN.02.03** recognize flexibility through a full range of motion of the major joints.	**K.AN.03.03** understand how supporting body weight, while participating in activities, improves physical fitness.	**K.AN.04.03** explain how supporting body weight, while participating in activities, improves physical fitness.	**K.AN.05.03** evaluate how supporting body weight, while participating in activities, improves physical fitness.			
			K.AN.02.04 identify that the body is made up of lean body mass and body fat.	**K.AN.03.04** identify non-manipulative activities that promote healthy joint flexibility.	**K.AN.04.04** explain how non-manipulative activities promote healthy joint flexibility.	**K.AN.05.04** evaluate how non-manipulative activities promote healthy joint flexibility.			

Personal/Social Behaviors

	K	1	2	3	4	5	6	7	8
Students will...									
Personal/Social Behaviors			**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.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.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.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.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.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.08.01** analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.

Content Knowledge

Personal/Social Behaviors - Continued

	K	1	2	3	4	5	6	7	8
Students will...									
			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.	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.	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.	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.	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.	K.PS.07.02 compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership 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

	K	1	2	3	4	5	6	7	8
Students will...									
			K.RP.02.01 identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.	K.RP.03.01 identify positive feelings associated with regular participation in physical activities in isolated settings.	K.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.	K.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.	K.RP.06.01 choose to participate in activities that are personally challenging in controlled settings.	K.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.	K.RP.08.01 choose to participate in activities that are personally challenging in dynamic settings.
			K.RP.02.02 describe participation in a physical activity for novelty and challenge in isolated settings.	K.RP.03.02 recognize the need to practice skills for which improvement is needed in isolated settings.	K.RP.04.02 understand the need to practice skills for which improvement is needed in isolated settings.	K.RP.05.02 describe the need to practice skills for which improvement is needed 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.	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.	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.

Social Benefits

	K	1	2	3	4	5	6	7	8
Students will...									
				K.SB.03.01 identify benefits of social interaction as part of participation in physical activities.	K.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.	K.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.	K.SB.06.01 use physical activity as a positive opportunity for social interaction in controlled settings.	K.SB.07.01 use physical activity as a positive opportunity for social interaction in dynamic settings.	K.SB.08.01 use physical activity as a positive opportunity for social interaction in dynamic settings.

Personal/Social Behaviors (left vertical label, Personal/Social Behaviors section)
Regular Participation (left vertical label, Regular Participation section)
Social Benefits (left vertical label, Social Benefits section)

Content Knowledge

Individual Differences

	K	1	2	3	4	5	6	7	8
Students will...									
Individual Differences			**K.ID.02.01** choose to participate in physical activities alone and with others in isolated settings.	**K.ID.03.01** choose to participate with students of varying skill and fitness levels in isolated settings.	**K.ID.04.01** identify emotions related to how individuals feel while participating in physical activity in isolated settings.	**K.ID.05.01** choose to participate with students of varying skill and fitness levels in dynamic settings.	**K.ID.06.01** choose to participate with students of varying skill and fitness levels in dynamic settings.	**K.ID.07.01** choose to participate with community members of varying skill and fitness levels in dynamic settings.	**K.ID.08.01** choose to participate with community members of varying skill and fitness levels in dynamic 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.	**K.ID.03.02** identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	**K.ID.04.02** identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	**K.ID.05.02** identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	**K.ID.06.02** understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	**K.ID.07.02** examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.	**K.ID.08.02** analyze 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.	**K.ID.05.03** choose to participate with students of varying skill and fitness levels in controlled settings.	**K.ID.06.03** choose to participate in activities that allow for self-expression in controlled settings.	**K.ID.07.03** choose to participate in activities that allow for self-expression in dynamic settings.	**K.ID.08.03** choose to participate in activities that allow for self-expression in dynamic settings.

Feelings

	K	1	2	3	4	5	6	7	8
Students will...									
Feelings			**K.FE.02.01** identify a limited number of emotions related to how they feel while participating in physical activity.	**K.FE.03.01** identify emotions related to how individuals feel while participating in physical activies.	**K.FE.04.01** identify positive feelings associated with regular participation in physical activities.	**K.FE.05.01** identify emotions related to how individuals feel while regularly participating in physical activity.	**K.FE.06.01** identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	**K.FE.07.01** examine indicators of enjoyment for the aesthetic and creative aspects of skilled performance.	**K.FE.08.01** analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performance.

Acknowledgements