

PHYSICAL EDUCATION CONTENT STANDARDS AND BENCHMARKS

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MICHIGAN DEPARTMENT OF EDUCATION

PHYSICAL EDUCATION

VISION

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

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

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

CONTENT STANDARDS

All students will:

Motor Skills

1. demonstrate selected fundamental object control skills;
2. demonstrate selected postural, nonlocomotor, and body control (movement) skills;
3. demonstrate selected fundamental rhythmical skills;
4. demonstrate selected fundamental rhythmical skills;

Physical Fitness

5. participate successfully in selected health-enhancing, lifelong physical activities;
6. develop and maintain healthy levels of cardiorespiratory endurance;
7. develop and maintain healthy levels of muscular strength and endurance;
8. develop and maintain healthy levels of flexibility of selected joints of the body;
9. develop and maintain healthy levels of body composition;

Cognitive Concepts

10. apply the concepts of body awareness, time, space, direction, and force to movement;
11. explain and apply the essential steps in learning motor skills;
12. describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health related fitness;

***Personal and Social
Character Traits***

13. demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context; and
14. value physical activity and its contribution to lifelong health and well-being.

PHYSICAL EDUCATION CONTENT STANDARDS AND DRAFT BENCHMARKS

Motor Skills

Content Standard 1: All students will demonstrate selected fundamental locomotor skills.

Early Elementary

- Demonstrate appropriate form in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.

Later Elementary

- Demonstrate mature form and functional competence in the following locomotor skills: walk, run, leap, horizontal jump, vertical jump, skip, hop, gallop, and slide.

Middle School

High School

Motor Skills

Content Standard 2: All students will demonstrate selected fundamental object control skills.

Early Elementary

- Demonstrate appropriate form in the following object control skills: underhand throw (toss), overhand throw, catch, hand dribble, kick, and strike (batting, forehand).

Later Elementary

- Demonstrate mature form and functional competence in the following object control skills: underhand throw (toss), overhand throw, catch, hand dribble, kick, and strike (batting, forehand, overhand, underhand, backhand, punt, chest, and pass).

Middle School

High School

Motor Skills

Content Standard 3: All students will demonstrate selected postural, nonlocomotor, and body control (movement) skills.

Early Elementary	Later Elementary	Middle School	High School
<ul style="list-style-type: none">• Demonstrate the ability to perform nonlocomotor skills (e.g., bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing).• Demonstrate good posture while walking/standing.• Demonstrate appropriate form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).• Demonstrate appropriate form in selected balances (e.g., dynamic upright, static upright, inverted).• Demonstrate mature form in selected vaulting and rope jumping skills.• Demonstrate mature form in selected twisting and turning skills.	<ul style="list-style-type: none">• Demonstrate good posture while lifting, carrying, pushing, pulling, and sitting.• Demonstrate mature form in falling-landing-rolling (e.g., landing, forward shoulder roll, backward shoulder roll).• Demonstrate mature form in selected balances (e.g., dynamic upright, static upright, inverted).		

Motor Skills

Content Standard 4: All students will demonstrate selected fundamental rhythmical skills.

Early Elementary

- Demonstrate locomotor skills in time to selected rhythmic patterns (e.g., even, uneven, fast and slow).
- Create and/or imitate movements in response to selected rhythms (e.g., animals, machines, and objects).

Later Elementary

- Perform simple folk, square, creative, and/or aerobic rhythmic activities.
- Perform a simple routine to music in jump rope, dance, or tumbling.

Middle School

High School

Motor Skills

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

Early Elementary

Later Elementary

Middle School

High School

- Demonstrate selected sport-specific skills in the following categories: swimming; individual, dual or team sports; dance; recreational games; and outdoor pursuits.

- Demonstrate an exposure level of competence from three of the following categories: swimming; personal conditioning; individual, dual or team sports; dance; recreational games; and outdoor pursuits.

- Demonstrate competence in three activities from the following categories: swimming; personal conditioning; individual, dual or team sports; dance; recreational games; and outdoor pursuits.
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Physical Fitness

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

Early Elementary

- Sustain moderate to intense levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).

Later Elementary

- Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate).

Middle School

- Meet standards on selected fitness activities that develop and maintain cardiorespiratory endurance (e.g., timed or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).

High School

- Assess personal status of cardiorespiratory endurance.

 - Develop and maintain health-related levels of cardiorespiratory endurance.
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Physical Fitness

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

Early Elementary

- Control own weight in selected body support activities to develop muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts).

Later Elementary

- Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., push-up activities, curl-up activities, isometric strength activities, jump rope activities, and bench-stepping activities).

Middle School

- Meet standards on selected fitness activities that develop and maintain muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck (e.g., calisthenics activities and resistance training).

High School

- Assess personal status of muscular strength and endurance of the arms, shoulders, abdomen, back and legs.

 - Develop and maintain health-related levels of muscular strength and endurance of the abdomen, lower back, upper body, thigh, lower leg and neck.
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Physical Fitness

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

Early Elementary

- Move the major joints of the arms, legs, and trunk through a full range of motion.

Later Elementary

- Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.

Middle School

- Meet standards on selected fitness activities (e.g., sit and reach, trunk twists, and arm-shoulder stretches) that develop and maintain flexibility of the major joints of the hip/low back, shoulder, neck, ankle, and trunk.

High School

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

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

Early Elementary

- Recognize similarities and differences in body height, weight, and shape.
- Identify the lean and fat components of the body.
- Meet health-related height, weight, and shape.

Later Elementary

- Describe the effects of physical activity and nutrition on body composition.
- Develop and maintain health-related levels of body composition.

Middle School

- Assess personal status of body composition.

High School

- Assess personal status of body composition.
 - Develop and maintain health-related levels of body composition.
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Cognitive Concepts

Content Standard 10: All students will apply the concepts of body awareness, time, space, direction, and force of movement.

Early Elementary

Later Elementary

Middle School

High School

- Identify selected body parts, actions, and planes.
 - Travel in forward, sideways, and backward directions and change quickly and safely.
 - Travel while changing speeds and directions in response to a variety of rhythms.
 - Demonstrate slow and fast movement speeds, and straight, curved, and zig-zag pathways.
 - Make both large and small body shapes.
 - Demonstrate a variety of relationships with objects (e.g., over, under, behind, alongside, and through).
 - Demonstrate high, middle, and low levels.
 - Combine shapes, levels, and pathways into simple sequences.
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Cognitive Concepts

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

Early Elementary	Later Elementary	Middle School	High School
<ul style="list-style-type: none"> • Attend to the explanation/demonstration of motor skills. 	<ul style="list-style-type: none"> • Describe the critical components of mature patterns of fundamental motor and selected sport skills. 		
<ul style="list-style-type: none"> • Identify essential components of selected motor skills. 	<ul style="list-style-type: none"> • Recognize similar movement concepts and elements in a variety of skills. 		
<ul style="list-style-type: none"> • Recognize the importance of correct practice in learning skills. 	<ul style="list-style-type: none"> • Recognize and use the outcome of practice trials to plan subsequent practice trials. 	<ul style="list-style-type: none"> • Detect and correct errors in personal skill performance. 	
<ul style="list-style-type: none"> • Apply prior knowledge as cues for learning new skills. 	<ul style="list-style-type: none"> • Use corrective feedback from the teacher or peers to improve skill performances. 	<ul style="list-style-type: none"> • Demonstrate appropriate methods of practicing new skills. • Use skills in appropriate ways in selected games, sports, and dance activities. • Create/modify activities that require the use of selected skills. • Recognize the importance of goal-setting in skill acquisition. 	
			<ul style="list-style-type: none"> • Apply knowledge of the skill acquisition process to teach/learn a novel motor skill.

Cognitive Concepts

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

Early Elementary

- Describe selected immediate effects of physical activity (e.g., increased heart rate, increased body temperature, muscle tension, and faster breathing rate).

Later Elementary

- Describe selected long term benefits of right kinds and amounts of physical activity (e.g., strong heart, flexible joints, strong muscles, correct body weight, good endurance, improved performances, optimal growth, and good health).
- Describe selected detrimental effects of physical activity (e.g., muscle soreness, overuse injuries, over-training, temporary tiredness, and discovering inability).

Middle School

- Describe the long term psychological effects of right kinds and regular amounts of physical activity (e.g., healthy physical self image, ability to reduce stress, strong mental function, and emotional health).
- Describe the effects of inactivity on health-related fitness, growth, and performance.
- Analyze potential risks associated with selected lifelong physical activities commonly used to develop aerobic capacity, anaerobic capacity, muscular strength, muscular endurance, muscular power, flexibility, weight control, and with selected physical recreational and competitive activities.

High School

- Describe the long term social-cultural effects of right kinds and regular amounts of physical activity (e.g., advantages of diverse talent to team membership, contributions of diverse cultures to viewing the worth and qualities of selected physical activities, opportunities to develop sportsmanship, leadership and cooperation).
- Analyze potential risks associated with selected recreational and competitive lifelong physical activities.

Content Standard 12: continued

Early Elementary

Later Elementary

Middle School

High School

- Identify physical activities that can be used to improve each of the following health-related fitness components: cardio-respiratory endurance, body composition, flexibility, posture, muscular strength and endurance, and weight control.
 - Identify a range of physical activities that those with physical disabilities can participate in to improve and/or maintain health.
 - Identify physical activities that contribute to feeling good (healthy).
- Analyze and categorize physical activities that will improve cardiorespiratory endurance: strength and endurance of the arms, shoulders and abdominal area; hip flexibility; and , will result in an optimal level of body composition while avoiding the potential detrimental effects of activity.
 - Identify a range of physical activities that those with physical disabilities can participate in to improve and/or maintain health.
 - Identify the three life-long physical activities that one enjoys the most and summarize the reasons why these activities are valued more than others.
 - Recognize the effects of heat, cold, and selected substances (tobacco, alcohol, and other drugs) on personal health and performance in physical activities.
- Assess personal health-related fitness and design an activity program that will result in achieving and maintaining health-related standards of cardio respiratory endurance: strength and endurance of selected muscle groups; flexibility of selected joints and lean/fat tissue rations (implies using knowledge of effects of activity and principles of conditioning to establish what must be done, when and how long).
 - Design a physical activity program that would be achievable by a person with a physical disability and that would meet the health-related standard for daily physical activity levels.
 - Name three lifelong physical leisure activities for which one would like to be most competent and identify the skills, levels of fitness, rules and strategies that must be acquired to gain proficiency in each activity.
 - Recognize the effects of substance abuse on personal health and performance in physical activity.
 - Evaluate critically the claims and advertisements made about commercial products and programs marketed to develop aerobic fitness, muscular strength, muscular endurance, muscular power, flexibility, and weight control.

Personal and Social Character Traits

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

Early Elementary

- Identify key behaviors which exemplify each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.
- Recognize the benefits of possessing and the costs of not possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.

Later Elementary

- Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 75% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.
- Analyze the consequences of possessing and not possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.

Middle School

- Demonstrate appropriate behaviors which exemplify each of the following personal/social character traits at least 85% of the time: compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.
- Predict, in terms of participation, in physical activities devoted to health-related fitness, sports, and work, the benefits of possessing and the costs of not possessing each of the following personal/social character traits; compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work.

High School

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

Personal and Social Character Traits

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

Early Elementary

- Identify and enjoy feelings that result from participation in physical activities.
- Enjoy participation in physical activities alone and with others.
- Appreciate benefits that accompany compassion, cooperation, honesty, and perseverance.

Later Elementary

- Feel satisfaction on days when engaging in physical activity.
- Accept and respect differences and similarities in physical activity-related skills.
- Be considerate of others in physical settings (e.g., show compassion, cooperation, fairness, honesty, loyalty, respect, and responsibility).

Middle School

- Choose to exercise regularly outside of the classroom for personal enjoyment and benefit.
- Enjoy aesthetic and creative aspects of skilled performance while respecting physical and performance limitations in self and others.
- Demonstrate a proper attitude in both winning and losing (e.g., show compassion, confidence, cooperation, fairness, honesty, loyalty, perseverance, respect, responsibility, self-discipline, and work effort).

High School

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