

**PHYSICAL EDUCATION**

GRADE LEVEL CONTENT EXPECTATIONS v.03.08

# Physical Education

Michigan's Physical Education Grade Level Content Expectations in Fitness and Physical Activity are categorized into 4 domains:

- Participation During Physical Education (PE)
- Participation Outside of Physical Education (PA)
- Health-Related Fitness (HR)
- Physical Activity and Nutrition (AN)

Students should understand principles and concepts that support physical activities and develop and maintain personal levels of physical fitness across grade levels. In order for students to demonstrate competence within this strand, students should be moderately or vigorously active for at least 50% of the physical education class time. All students should be encouraged to be active before, during, and after the school day. Physical fitness includes muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition.

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



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Fitness and Physical Activity								
Participation During Physical Education								
K	1	2	3	4	5	6	7	8
<b>Participation During Physical Education</b>								
<i>Students will...</i>								
<p><b>A.PE.00.01</b> 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.</p>	<p><b>A.PE.01.01</b> 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><b>A.PE.02.01</b> 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.</p>	<p><b>A.PE.03.01</b> 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.</p>	<p><b>A.PE.04.01</b> 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.</p>	<p><b>A.PE.05.01</b> 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.</p>	<p><b>A.PE.06.01</b> 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.</p>	<p><b>A.PE.07.01</b> 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>	<p><b>A.PE.08.01</b> 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>
<b>Participation Outside of Physical Education</b>								
K	1	2	3	4	5	6	7	8
<i>Students will...</i>								
<p><b>A.PA.00.01</b> 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.</p>	<p><b>A.PA.01.01</b> 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><b>A.PA.02.01</b> 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.</p>	<p><b>A.PA.03.01</b> 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.</p>	<p><b>A.PA.04.01</b> 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.</p>	<p><b>A.PA.05.01</b> 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.</p>	<p><b>A.PA.06.01</b> 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><b>A.PA.07.01</b> 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><b>A.PA.08.01</b> independently choose to 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>



## Fitness and Physical Activity

### Health-Related Fitness

	K	1	2	3	4	5	6	7	8
<b>Health-Related Fitness</b>	<i>Students will...</i>								
	<b>A.HR.00.01</b> recognize one of the five components of health-related fitness.	<b>A.HR.01.01</b> recognize three of the five components of health-related fitness.	<b>A.HR.02.01</b> recognize that there are five components of health-related fitness.						
			<b>A.HR.02.02</b> 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).	<b>A.HR.03.02</b> 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).	<b>A.HR.04.02</b> 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).	<b>A.HR.05.02</b> 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).	<b>A.HR.06.02</b> 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).	<b>A.HR.07.02</b> 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).	<b>A.HR.08.02</b> 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).
			<b>A.HR.02.03</b> 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).	<b>A.HR.03.03</b> 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).	<b>A.HR.04.03</b> 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).	<b>A.HR.05.03</b> 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).	<b>A.HR.06.03</b> 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).	<b>A.HR.07.03</b> 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).	<b>A.HR.08.03</b> 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).
			<b>A.HR.02.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.03.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.04.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.05.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.06.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.07.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).	<b>A.HR.08.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).
		<b>A.HR.02.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.03.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.04.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.05.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.06.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.07.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	<b>A.HR.08.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).	



Fitness and Physical Activity									
Health-Related Fitness - Continued									
K	1	2	3	4	5	6	7	8	
<i>Students will...</i>									
<b>Health-Related Fitness</b>						<b>A.HR.06.06</b> identify a plan for improving or maintaining health-related fitness status with assistance from the teacher.	<b>A.HR.07.06</b> develop a plan for improving or maintaining health-related fitness status with assistance from the teacher.	<b>A.HR.08.06</b> develop and implement a plan for improving or maintaining health-related fitness status with assistance from the teacher.	
						<b>A.HR.06.07</b> self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	<b>A.HR.07.07</b> self-assess health-related fitness status for muscular strength and endurance, flexibility, and body composition with teacher guidance.	<b>A.HR.08.07</b> self-assess and implement health-related fitness status for muscular strength and endurance, flexibility, and body composition.	
							<b>A.HR.06.08</b> identify the principles of training (frequency, intensity, type, time, overload, specificity).	<b>A.HR.07.08</b> describe the principles of training (frequency, intensity, type, time, overload, specificity).	<b>A.HR.08.08</b> recognize the principles of training (frequency, intensity, type, time, overload, specificity).
Physical Activity and Nutrition									
K	1	2	3	4	5	6	7	8	
<i>Students will...</i>									
<b>Physical Activity and Nutrition</b>	<b>A.AN.00.01</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).	<b>A.AN.01.01</b> achieve moderate levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, and hopping).	<b>A.AN.02.01</b> sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).	<b>A.AN.03.01</b> 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).	<b>A.AN.04.01</b> 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).	<b>A.AN.05.01</b> 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).	<b>A.AN.06.01</b> 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).	<b>A.AN.07.01</b> monitor the effects of physical activity and nutrition on the body, with teacher guidance.	<b>A.AN.08.01</b> monitor, independently, the effects of physical activity and nutrition on the body.



## Fitness and Physical Activity

### Physical Activity and Nutrition - Continued

K	1	2	3	4	5	6	7	8
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*Students will...*

<p><b>A.AN.00.02</b> support own body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p>	<p><b>A.AN.01.02</b> 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><b>A.AN.02.02</b> support body weight while participating in activities that improve physical fitness.</p>	<p><b>A.AN.03.02</b> support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.</p>	<p><b>A.AN.04.02</b> support body weight while participating in activities that improve physical fitness.</p>	<p><b>A.AN.05.02</b> support body weight while participating in activities that improve physical fitness.</p>			
	<p><b>A.AN.01.03</b> demonstrate flexibility through a full range of motion of major joints.</p>	<p><b>A.AN.02.03</b> demonstrate flexibility through a full range of motion of the major joints.</p>	<p><b>A.AN.03.03</b> participate in non-locomotor activities that promote healthy joint flexibility.</p>	<p><b>A.AN.04.03</b> participate in non-locomotor activities that promote healthy joint flexibility.</p>	<p><b>A.AN.05.03</b> participate in non-locomotor activities that promote healthy joint flexibility.</p>			
				<p><b>A.AN.04.04</b> 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.</p>	<p><b>A.AN.05.04</b> 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.</p>	<p><b>A.AN.06.04</b> 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.</p>	<p><b>A.AN.07.04</b> 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.</p>	<p><b>A.AN.08.04</b> 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).</p>

Physical Activity and Nutrition

## Acknowledgements

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