

PHYSICAL EDUCATION

GRADE LEVEL CONTENT EXPECTATIONS

v.03.08

Physical Education

Michigan's Physical Education Grade Level Content Expectations in Personal/Social Behaviors and Values are categorized into 6 domains:

- | | |
|--------------------------------|-----------------------------|
| Feedback (FB) | Individual Differences (ID) |
| Personal/Social Behaviors (PS) | Feelings (FE) |
| Regular Participation (RP) | |
| Social Benefits (SB) | |

Students are exposed to experiences that encourage them to enjoy and value physical activity and its effect on lifelong health across the grades. Through developmentally appropriate activities, students are able to develop positive attitudes, personal and social behaviors, interpersonal relationships, and recognition of personal potentials. Developing positive personal and social behaviors helps create a supportive learning environment for all. Positive behaviors include: honesty, cooperation, sharing, fair play, responsibility, respect for self and others, and good sportsmanship.

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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Personal/Social Behaviors and Values								
Feedback								
K	1	2	3	4	5	6	7	8
<i>Students will...</i>								
B.FB.00.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	B.FB.01.01 use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	B.FB.02.01 use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.	B.FB.03.01 use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.	B.FB.04.01 use limited feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	B.FB.05.01 distinguish how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	B.FB.06.01 describe how internal (prior knowledge) and external feedback can be used to improve motor skills and movement patterns, fitness, and physical activities in controlled settings.	B.FB.07.01 apply selected internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.	B.FB.08.01 apply, independently, internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
Personal/Social Behaviors								
K	1	2	3	4	5	6	7	8
<i>Students will...</i>								
B.PS.00.01 exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.	B.PS.01.01 exhibit selected behaviors which exemplify some of the personal/social character traits of responsibility, best effort, and cooperation in isolated settings.	B.PS.02.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in limited isolated settings.	B.PS.03.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.	B.PS.04.01 exhibit selected behaviors with prompts which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion.	B.PS.05.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	B.PS.06.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.	B.PS.07.01 exhibit selected behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.	B.PS.08.01 exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
		B.PS.02.02 exhibit selected behaviors which exemplify each of the personal/social character traits of initiative and leadership in isolated settings.	B.PS.03.02 exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.	B.PS.04.02 exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	B.PS.05.02 apply behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	B.PS.06.02 describe behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.	B.PS.07.02 apply appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.	B.PS.08.02 apply, independently, appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
Regular Participation								
K	1	2	3	4	5	6	7	8
<i>Students will...</i>								
		B.RP.02.01 express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.	B.RP.03.01 identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.	B.RP.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.	B.RP.05.01 identify positive feelings associated with regular participation in physical activities in controlled settings.	B.RP.06.1 choose to participate in activities that are personally challenging in controlled settings.	B.RP.07.01 choose to participate in activities that are personally challenging in dynamic settings.	B.RP.08.01 choose to participate, independently, in activities that are personally challenging in dynamic settings.



Personal/Social Behaviors and Values									
Regular Participation	Regular Participation - Continued								
	K	1	2	3	4	5	6	7	8
	<i>Students will...</i>								
		B.RP.02.02 choose to participate in a physical activity for novelty and challenge in isolated settings.	B.RP.03.02 choose to practice skills for which improvement is needed in isolated settings.	B.RP.04.02 choose to regularly practice skills for which improvement is needed in isolated settings.	B.RP.05.02 choose to regularly practice skills for which improvement is needed in controlled settings.	B.RP.06.02 choose to participate in physical activity, regularly, outside of physical education for personal enjoyment and benefit in controlled settings.	B.RP.07.02 choose to participate in physical activity, on a regular basis, outside of physical education for personal enjoyment and benefit in dynamic settings.	B.RP.08.02 choose to exercise, regularly, outside of physical education for personal enjoyment and benefit in dynamic settings.	
Social Benefits	Social Benefits								
	K	1	2	3	4	5	6	7	8
	<i>Students will...</i>								
			B.SB.03.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.	B.SB.04.01 identify benefits of social interaction as part of participation in physical activities in isolated settings.	B.SB.05.01 identify benefits of social interaction as part of participation in physical activities in controlled settings.	B.SB.06.01 recognize physical activity as a positive opportunity for social interaction in controlled settings.	B.SB.07.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.	B.SB.08.01 recognize physical activity as a positive opportunity for social interaction in dynamic settings.	
Individual Differences	Individual Differences								
	K	1	2	3	4	5	6	7	8
	<i>Students will...</i>								
		B.ID.02.01 choose to participate in physical activities alone and with others in isolated settings.	B.ID.03.01 participate with students of varying skill and fitness levels in isolated settings.	B.ID.04.01 participate with students of varying skill and fitness levels in isolated settings.	B.ID.05.01 participate alone or with other students of varying skill and fitness levels in controlled settings.	B.ID.06.01 choose to participate with students of varying skill and fitness levels in controlled settings.	B.ID.07.01 participate with community members of varying skill and fitness levels in dynamic settings.	B.ID.08.01 demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.	
		B.ID.02.02 identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.	B.ID.03.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.	B.ID.04.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.	B.ID.05.02 identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	B.ID.06.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	B.ID.07.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	B.ID.08.02 accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.	



Personal/Social Behaviors and Values									
Individual Differences	Individual Differences - Continued								
	K	1	2	3	4	5	6	7	8
	<i>Students will...</i>								
							B.ID.06.03 choose to participate in activities that allow for self-expression in controlled settings.	B.ID.07.03 choose to participate in activities that allow for self-expression in dynamic settings.	B.ID.08.03 choose to participate in activities that allow for self-expression in dynamic settings.
Feelings	Feelings								
	K	1	2	3	4	5	6	7	8
	<i>Students will...</i>								
		B.FE.02.01 identify a limited number of emotions related to how they feel while participating in physical activity in isolated settings.	B.FE.03.01 identify emotions related to how individuals feel while participating in physical activity in isolated settings.	B.FE.04.01 identify positive feelings associated with regular participation in physical activities in isolated settings.	B.FE.05.01 identify emotions related to how individuals feel while regularly participating in physical activity in controlled settings.	B.FE.06.01 identify indicators of enjoyment for the aesthetic and creative aspects of skilled performance in controlled settings.	B.FE.07.01 exhibit positive indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.	B.FE.08.01 exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performance in dynamic settings.	

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