

High School Physical Education Recommended Activities

Content Code	MDE Expectation	Advanced Skill(s)/ Assessment(s) 1 required; recommend a minimum of 4 skills	Basic Skills(s)/ Assessment(s) 1 required; recommend a minimum of 4 skills	Affective Domain Indicators/ Assessment(s)	Other questions
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INVASION GAMES-SOCCER					
*M.1.MS.4	Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.	S= Control ball with dribble while moving moderately	S= Trap in static position	Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
*M.1.MS.5	Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.				Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.IG.1	Demonstrate 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., 5 vs. 5, 6 vs. 6, or 11 vs. 11).	Player able to set up in a zone defense For ALL sports listed	Player able to set up in a man to man defense For ALL sports listed		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.IG.2	Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking	Able to decide whether to shoot, pass, dribble	Shoot, pass or dribble under modified rules of a		Peer/Teacher Checklist

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	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., 5 vs. 5, 6 vs. 6, or 11 vs. 11).	Able to defend/deny space For ALL sports listed	game For ALL sports listed		OR Unit Skills Assessment OR Skills Rubric
*K.2.FB.1	Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			Stop and Evaluate	
*K.2.MS.1	Apply knowledge of the critical elements of movement concepts while performing non-loco-motor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.			Stop and Evaluate	
*K.2.MS.2	Apply knowledge of the critical elements of movement concepts while performing loco-motor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.			Stop and Evaluate	
*K.2.MS.3	Analyze/synthesize/evaluate knowledge of movement concepts while performing non-loco-motor, loco-motor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.			Stop and Evaluate	
K.2.IG.1	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and			Stop and Evaluate	



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	basketball).				
K.2.IG.2	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).			Stop and Evaluate	
*K.2.PA.1	Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.PS.1	Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.PS.2	Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.RP.1	Explain why choosing to participate in activities is personally challenging in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.SB.1	Recognize physical activity as a positive opportunity for social interaction in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.ID.2	Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.				
*K.2.ID.3	Explain why choosing to participate in activities allows for self-			Journal Entry	



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	expression in dynamic settings.			Rubric guided Written Assignments/Tests	
*K.2.FE.1	Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*A.3.PE.1	Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% 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, and fitness-related activities.		Sport specific movements for all activities covered		
*B.6.FB.1	Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activity in dynamic settings.			Stop and Evaluate	
*B.5.PS.1	Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*B.5.PS.2	Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*B.6.RP.1	Choose to participate in activities that are personally challenging in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*B.6.SB.1	Use physical activity as a positive opportunity for social interaction in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*B.6.ID.2	Accept differences between idealized body images and elite			Journal Entry	



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	performances portrayed by the media and personal characteristics and skills.			Rubric guided Written Assignments/Tests	
*B.6.ID.3	Choose to participate in activities that allow for self-expression in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*B.6.FE.1	Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	



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