

## High School Physical Education Recommended Activities

Content Code	MDE Expectation	Advanced Skill(s)/ Assessment(s) <small>1 required; recommend a minimum of 4 skills</small>	Basic Skills(s)/ Assessment(s) <small>1 required; recommend a minimum of 4 skills</small>	Affective Domain Indicators/ Assessment(s)	Other questions
	<b>NET/WALL GAMES-VOLLEYBALL</b>				
<b>*M.1.MS.4</b>	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.	V= Overhand Serve	V=Underhand Serve	Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
<b>*M.1.MS.5</b>	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.	V= Overhead Pass (set)	V= Forearm Pass (bump)		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
<b>M.1.NG.1</b>	Demonstrate 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., 1 vs. 1, 2 vs. 2, or 6 vs. 6).	V= Strategy with positioning	V=Position for return hit		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
<b>M.1.NG.2</b>	Demonstrate 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	V= Bump, set, Spike (3 hit attack), Block	V= Return hit		Peer/Teacher Checklist OR



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	scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).				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.			Journal Entry Rubric guided Written Assignments/Tests	
*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.	Body position (balance)  Same for all games	Hand position  Same for all games		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
*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.	Footwork for an attack  Same for all games	Body position for return  Same for all games		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
*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 play and evaluate/Discussion	



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K.2.NG.1	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis).			Stop play and evaluate/Discussion	
K.2.NG.2	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance 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 (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast racquetball and badminton).			Stop play and evaluate/Discussion	
*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	



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*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.			Journal Entry Rubric guided Written Assignments/Tests	
*K.2.ID.3	Explain why choosing to participate in activities allows for self-expression in dynamic settings.			Journal Entry 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.			Check Heart Rate Pedometers Heart Rate Monitors	-
*B.6.FB.1	Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
*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			Journal Entry Rubric guided	



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	leadership in dynamic settings.			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 performances portrayed by the media and personal characteristics and skills.			Journal Entry 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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