

## High School Physical Education Recommended Activities

| Content Code | MDE Expectation   | Advanced Skill(s)/ Assessment(s)<br><br>1 required; recommend a minimum of 4 skills | Basic Skills(s)/ Assessment(s)<br><br>1 required; recommend a minimum of 4 skills | Affective Domain Indicators/ Assessment(s)                                 | Other questions   |
|--------------|---|---|---|--|---|
|              | <b>OUTDOOR PURSUITS-OUTDOOR OBSTACLE</b>  |   |   |  |   |
| M.1.OP.2     | Demonstrate mature form of selected loco-motor skills in outdoors when using equipment in dynamic settings.                                 | O= Complex courses, plotting  |   | Please refer to NASPE assessments, and/or PE Assessment document attached. | Peer/Teacher Checklist<br>OR<br>Unit Skills Assessment<br>OR<br>Skills Rubric |
| M.1.OP.3     | Demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuit and outdoor conditions in dynamic settings. |   | Able to determine what appropriate clothing/gear necessary for conditions         |  | Peer/Teacher Checklist<br>OR<br>Unit Skills Assessment<br>OR<br>Skills Rubric |
| M.1.OP.4     | Demonstrate ability to safely manipulate or use equipment related to selected outdoor pursuits in dynamic settings.                         |   | O=compass reading for direction   |  | Peer/Teacher Checklist<br>OR<br>Unit Skills Assessment<br>OR<br>Skills Rubric |
| M.1.OP.5     | Demonstrate ability to make appropriate repairs and/or adjustments on equipment in selected outdoor pursuits in dynamic settings.           | O=calibrate compass   |   |  | Peer/Teacher Checklist<br>OR<br>Unit Skills Assessment                        |

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|              |  |   |   |  | 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<br>Rubric guided<br>Written<br>Assignments/Tests               |                  |
| *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. |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests               |                  |
| K.2.OP.1     | Apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests               |                  |
| K.2.OP.2     | Distinguish between the nomenclatures of equipment associated with selected outdoor pursuits in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests<br>Discussion |                  |
| K.2.OP.3     | Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests               |                  |
| K.2.OP.4     | Apply knowledge of safety features of outdoor pursuits in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests               |                  |
| K.2.OP.5     | Apply decision-making skills in outdoor pursuits in dynamic settings.  |   |   | Stop and   |                  |



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|              |  |   |   | evaluate/Discuss<br>Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests  |                 |
| K.2.OP.6     | Identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests                      |                 |
| K.2.OP.7     | Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.   |   |   | Stop and Evaluate<br>Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests |                 |
| *K.2.PA.1    | Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>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<br>Rubric guided<br>Written<br>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<br>Rubric guided<br>Written<br>Assignments/Tests                      |                 |
| *K.2.RP.1    | Explain why choosing to participate in activities is personally challenging in dynamic settings.   |   |   | Journal Entry<br>Rubric guided<br>Written   |                 |



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|              |  |   |   | Assignments/Tests<br>Discussion   |                 |
| *K.2.SB.1    | Recognize physical activity as a positive opportunity for social interaction in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>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<br>Rubric guided<br>Written<br>Assignments/Tests                      |                 |
| *K.2.ID.3    | Explain why choosing to participate in activities allows for self-expression in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests<br>Discussion        |                 |
| *K.2.FE.1    | Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>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. |   |   | Pulse<br>Heart Rate Monitor<br>Pedometers   |                 |
| *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.  |   |   | Stop and Evaluate<br>Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests |                 |

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| *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<br>Rubric guided<br>Written<br>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<br>Rubric guided<br>Written<br>Assignments/Tests |                 |
| *B.6.RP.1    | Choose to participate in activities that are personally challenging in dynamic settings.  |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests |                 |
| *B.6.SB.1    | Use physical activity as a positive opportunity for social interaction in dynamic settings.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>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<br>Rubric guided<br>Written<br>Assignments/Tests |                 |
| *B.6.ID.3    | Choose to participate in activities that allow for self-expression in dynamic settings.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests |                 |
| *B.6.FE.1    | Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.   |   |   | Journal Entry<br>Rubric guided<br>Written<br>Assignments/Tests |                 |



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