

## 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
	<b>OUTDOOR PURSUITS-OREINTEERING</b>				
M.1.OP.2	Demonstrate mature form of selected loco-motor skills in outdoors when using equipment in dynamic settings.		0= Simple courses, read map	Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR 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 OR Unit Skills Assessment OR Skills Rubric
M.1.OP.4	Demonstrate ability to safely manipulate or use equipment related to selected outdoor pursuits in dynamic settings.		0=compass reading for direction		Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.OP.5	Demonstrate ability to make appropriate repairs and/or adjustments on equipment in selected outdoor pursuits in dynamic settings.				Peer/Teacher Checklist OR 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 Rubric guided Written 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 Rubric guided Written Assignments/Tests	
K.2.OP.1	Apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
K.2.OP.2	Distinguish between the nomenclatures of equipment associated with selected outdoor pursuits in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests Discussion	
K.2.OP.3	Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
K.2.OP.4	Apply knowledge of safety features of outdoor pursuits in dynamic settings.			Journal Entry Rubric guided Written Assignments/Tests	
K.2.OP.5	Apply decision-making skills in outdoor pursuits in dynamic settings.			Stop and	



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				evaluate/Discuss Journal Entry Rubric guided Written 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 Rubric guided Written Assignments/Tests	
K.2.OP.7	Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings.			Stop and Evaluate Journal Entry Rubric guided Written 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 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	



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				Assignments/Tests Discussion	
*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 Discussion	
*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.			Pulse Heart Rate Monitor 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 Journal Entry Rubric guided Written 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 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 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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