

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
RHYTHMIC ACTIVITIES-DANCE					
M.1.MS.6	Perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in dynamic settings.			Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.RA.1	Perform specialized movement activities utilizing mature form of movement skills and concepts.				Peer/Teacher Checklist 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.			Journal Entry Rubric guided Written Assignments/ Tests	
K.2.MS.6	Analyze/synthesize/evaluate knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., rhythmic or aerobic activities) with flow in a dynamic setting.			Journal Entry Rubric guided Written Assignments/ Tests	
K.2.RA.1	Assess specialized movement activities that utilize mature form of movement skills and concepts.			Journal Entry Rubric guided Written	



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				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 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			Journal Entry	



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	personal characteristics and skills.			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.			Journal Entry Rubric guided Written Assignments/ Tests	
*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			Stop Play and Evaluate/Discuss	



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	settings.				
*B.5.PS.2	Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			Stop Play and Evaluate/Discuss	
*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.			Stop Play and Evaluate/Discuss	



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