

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
	STRIKING/FIELDING GAMES- SOFTBALL/WIFFLEBALL				
*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= Hitting with placement , Catching on the run	S= Hitting, Catching while still	Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.SG.1	Demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11).	S = Tagging up, Hitting behind the runner, Double Plays, Breaking up a double play, Backing up positions, Sliding	S= Fielding groundballs and fly balls, throwing to appropriate base, base coverage		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.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 play and evaluate/Discuss	
*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 play and evaluate/Discuss	
*K.2.MS.3	Analyze/synthesize/evaluate knowledge of movement concepts			Stop play and	

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	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.			evaluate/Discuss	
K.2.SG.1	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/contrast softball and cricket).			Stop play and evaluate/Discuss	
*K.2.PA.1	Analyze and assess individual physical activity goals formulated for a physical activity 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			Journal Entry	

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	performances portrayed by the media and 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.			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 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	

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*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	