

## 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>TARGET GAMES-BOCCE BALL</b>				
*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.			Please refer to NASPE assessments, and/or PE Assessment document attached.	Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.TG.1	Demonstrate all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs. 2, opposed target games.				Peer/Teacher Checklist OR Unit Skills Assessment OR Skills Rubric
M.1.TG.2	Demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, opposed target games.	Proper placement, force, swing, trajectory. Adjusting to elements.	BB = Grip, Stance,		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	



The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.

## 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
*K.2.MS.1	Apply knowledge of the critical elements of movement concepts while performing non-locomotor 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 locomotor 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 while performing non-locomotor, locomotor, 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 Stop and Evaluate/Discuss	
K.2.TG.1	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs. 2, opposed target games (e.g., compare/contrast shuffleboard and bocce ball).			Journal Entry Rubric guided Written Assignments/ Tests Stop and Evaluate/Discuss	
K.2.TG.2	Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, opposed target games (e.g., compare/contrast archery and			Journal Entry Rubric guided Written Assignments/ Tests Stop and	



*The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.*

## 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
	darts).			Evaluate/Discuss	
*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 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			Journal Entry	



The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.

## 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
	and elite 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			Journal Entry Rubric guided	



*The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.*

## 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
	settings.			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	



*The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.*

## 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.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	



*The activities listed are recommendations. The P.E. Curriculum team left this document general enough to allow for schools to add their activities & resources/assessments.*