

High School Physical Education Recommended Activities

| Content Code | MDE Expectation | Advanced Skill(s)/ Assessment(s) | Basic Skills(s)/ Assessment(s) | Affective Domain Indicators/ Assessment(s) | Other questions |
|--------------|-----------------|---|---|--|-----------------|
| | | 1 required; recommend a minimum of 4 skills | 1 required; recommend a minimum of 4 skills | | |

| TARGET GAMES-GOLF | | | | | |
|--------------------------|---|---|--|--|---|
| *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. | G= Hitting for proper distance/direction | G= Driving, Putting, Chipping | 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. | G=Use of Proper Club, Stance, Adjust to the elements G= Proper placement, force, swing | G= Proper club selection, recognize elements | | 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. | | | | 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 | |



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| *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 darts). | | | Journal Entry Rubric guided Written Assignments/Tests Stop and Evaluate/Discuss | |



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| *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 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 | |



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| *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 | | | Journal Entry | |



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| | social interaction in dynamic settings. | | | 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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