







Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|--|--|---|---|---|
| | | | | |  |  |
| Sept./Feb | Cardio-Vascular Fitness Training | <p>National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>National Standard 3: Participates regularly in physical activity.</p> <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> | <p>A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p> <p>A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).</p> <p>A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating</p> | running, jogging, strength and aerobic station work | Pre and Post Physical Fitness Test results comparison (Fitness Gram), Karvonen Method of Target Heart Rate, Daily Participation Points. | Body Mass Index, Body Fat Percentage, Flexibility, Strength, Cardio-Vascular Endurance and Target Heart Rate. |





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| | Cardio-Vascular Fitness Training | | pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones). | |  |  |
| Sept./May | Softball | National Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | 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. | hitting, base running, pitching/throwing, catching, basic rules and offensive & defensive aspects of the game. | Rules Packet homework assignment, Team Standings from | Bat, Ball, Base, Home Plate, Glove, Strike Zone, Out, Safe, Foul, Single, Double, Triple, |





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| | | | | |  |  |
| | Softball | <p>National Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>National Standard 3: Participates regularly in physical activity.</p> | <p>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).</p> <p>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.</p> | | <p>tournament, Daily Participation Points</p> | <p>Homerun, Diamond, Batters' Box, Fly ball, Force Out, Tag, Fly Out, Pitcher, Catcher, Infielder, Outfielder.</p> |





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| | | | | |  |  |
| | Softball | <p>National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>National Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>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.</p> <p>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.</p> | | | |



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| | | | | |  |  |
| | Softball | National Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | 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 ... | | | |



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| | | | | |  |  |
| | Softball | | 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). | | | |





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| | | | | |  |  |
| | Softball | | <p>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.</p> <p>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.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> | | | |





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| | | | | |  |  |
| Oct./Apr | Football | <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 3: Participates regularly in physical activity.</p> | <p>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.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> <p>M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> | throwing, catching, basic rules, offensive & defensive aspects of the game | Rules Packet homework assignment, Team Standings from tournament, Daily Participation Points. | Offense, Defense, Field, Grid-Iron, 1 st Down et. Al., punt, touchdown, interception, pass, run, lateral, Quarterback, Running back, Receiver, Lineman, Block, "Tackle", Pass Pattern, Field Goal, Line of Scrimmage, Huddle, Cadence, |



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| | | | | |  |  |
| Oct./Apr | Football | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>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</p> | | | |





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| | | | | |  |  |
| Oct./Apr | Football | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | <p>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.</p> <p>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.</p> | | | |



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| | | | | |  |  |
| | | | 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. | | | |



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| | | | | |  |  |
| Oct./Apr | Football | | K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball). | | | |



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| | | | | |  |  |
| Oct./Apr | Football | | K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey). | | | |



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| | | | | |  |  |
| Oct./Apr | Football | | <p>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.</p> <p>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.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> | | | |





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| | | | | |  |  |
| Oct./Apr | Football | | <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> | | | |
| Throughout outdoor sports' activities. Used as inclement weather game. | Soccer | <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>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.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> | passing, dribbling/shooting, basic rules & offensive and defensive aspects of the game. | <p>Rules Packet homework assignment, Team Standings from tournament,</p> <p>Daily Participation Points.</p> | <p>Futbol, Soccer, Goal-Keeper, Backs, Mid-Fielders, Strikers, Wingers, Dribble, Trap,</p> <p>Heading, Passing, Goal, Stop, Save, Corner Kick, Indirect and Direct Free Kick, FIFA,</p> |



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| | | | | |  |  |
| | Soccer | Standard 3: Participates regularly in physical activity. | M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11). | | | |





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| | | | | |  |  |
| | Soccer | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>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</p> | | | |



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|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Soccer | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | 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. 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. | | | |



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| | | | | |  |  |
| | Soccer | | 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. | | | |



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| | | | | |  |  |
| | Soccer | | K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball). | | | |



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| | | | | |  |  |
| | Soccer | | K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey). | | | |



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|---|---------------------------------------|--|---|-------------------------|---|--|
| | Soccer | | 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. 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. K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings. K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills. | | | |





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| | | | | |  |  |
| | Soccer | | <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> | | | |
| Dec./Feb. | Basketball | <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>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.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> | passing, catching, shooting, dribbling, basic rules & offensive and defensive aspects of the game | Rules Packet homework assignment, Team Standings from tournament. | Defense, Offense, Free-Throw, Dribbling, Basket, Field Goal, Hook Shot, Jump Shot, Lay-Up, Dunk, 3-pt. Shot, Bounce Pass, Chest Pass, Push Pass, |





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| | | | | |  |  |
| | Basketball | Standard 3: Participates regularly in physical activity. | M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11). | | | Personal Foul, Technical Foul, Guard, Forward, Center, Rebound, Key, Quarters, Zone, Player-to-Player, Double Dribble, Traveling, |





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|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Basketball | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>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.</p> | | | |



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| | | | | |  |  |
| | Basketball | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | <p>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.</p> <p>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.</p> | | | |



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| | | | | |  |  |
| | Basketball | | 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. | | | |



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| | | | | |  |  |
| | Basketball | | K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball). | | | |



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| | | | | |  |  |
| | Basketball | | <p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> | | | |



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| | | | | |  |  |
| | Basketball | | 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. 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. K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings. K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills. | | | |





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| | | | | |  |  |
| | Basketball | | <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> | | | |
| Jan./Feb.- Mar. | Volleyball | <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>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.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> | passing, setting, spiking, serving, basic rules and offensive & defensive aspects of the game. | <p>Rules Packet homework assignment, Team</p> <p>Standings from tournament, Daily Participation Points.</p> | <p>Bump, Set, Spike, Dig, Block, Over (Under)-Hand Serve, Match,</p> <p>Court, Out of Bounds, Rally Scoring, Volley, Double hit (Fault), Ready Position,</p> |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Volleyball | Standard 3: Participates regularly in physical activity. | M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6). | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Volleyball | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p> <p>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.</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Volleyball | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | <p>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.</p> <p>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.</p> | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Volleyball | | K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Volleyball | | <p>K.2.NG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast racquetball and badminton).</p> <p>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.</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Volleyball | | <p>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.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|--|---|---|---|---|
| | | | | |  |  |
| | | | K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings. | | | |
| Nov./Mar. | Team Hand Ball (10-12th Grade Building Only) | <p>Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <p>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.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> | passing, catching, shooting, basic rules & offensive and defensive aspects of the game. | Rules Packet homework assignment, Team Standings from tournament, Daily Participation Points. | Goal-Keeper, Zone, Dribbling, Pass, Jump Shot, , Goal, Center-Line, Side-line, Out of Bounds, |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|---|------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | Standard 3: Participates regularly in physical activity. | M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11). | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|--|------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>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</p> | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|--|------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | 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. 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. | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|--|------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | | 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. | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | <u>Content</u> Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|---|--|--|---|-------------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | | K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball). | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|---|------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | | <p>K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey).</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | <u>Content</u> Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|---|--|--|--|-------------------------|---|---|
| | | | | |  |  |
| | Team Hand Ball (10-12th Grade Building Only) | | <p>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.</p> <p>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.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|--|---|---|---|--|
| | | | | |  |  |
| | | | <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> | | | |
| Nov./Mar. | Floor Hockey (9th Grade Building Only) | Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | 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. | passing, catching, shooting, basic rules & offensive and defensive aspects of the game. | Rules Packet homework assignment, Team Standings from tournament, Daily Participation Points. | Puck, Stick, Handling, Push Pass, Wrist Shot, Slap Shot, Goal- Tender, Slashing, Checking, High Sticking, Center, Wing, Defensemen, Faceoff, Penalty Box, Center-Line, Crease, Period(s). |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | TFloor Hockey (9th Grade Building Only) | Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity. | M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings M.1.IG.1 Demonstrate all elements of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11). | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.IG.2 Demonstrate all elements of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified invasion games (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11).</p> <p>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</p> | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | <p>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.</p> <p>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.</p> | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | <u>Content</u> Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|---|--|--|--|-------------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | | 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. | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|---|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | | K.2.IG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast soccer and basketball). | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|--|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | | K.2.IG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scoring (e.g., defending space, defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during modified (e.g., 5 vs. 5, 6 vs. 6, or 11 vs. 11) invasion games (e.g., compare/contrast lacrosse and field hockey). | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | <u>Content</u> Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|--|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | | <p>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.</p> <p>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.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|--|---|---|------------------|---|---|
| | | | | |  |  |
| | Floor Hockey (9th Grade Building Only) | | K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings. K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings. | | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|---|---|--|--|---|---|--|
| | | | | |  |  |
| Nov/April 3 Week Unit – based on weather and facility availability | Swimming | Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. | M.1.AQ.2 Demonstrate all elements of mature form of safe water entry by jumping into deep water in dynamic settings. | Water entry and exit, Locomotion, Turns, Personal safety & rescue and Miscellaneous skills. | Daily Participation Points. Physical Skills Test for American Red Cross Certification, Final Exam area of emphasis. | Dive, Prone and Supine Glide, Front Crawl, Hypoxic Breathing, Open and Flip Turns, Back Crawl, Press Exit, Pencil Dive, Side Stroke, Stride Jump, Breast Stroke, Side Stroke, Underwater Swimming, Dolphin Kick, Deep Water Bob, Surface Dive, Treading Water, Spinal Injury Recognition, Distressed Swimmer, Conscience and Unconscious Choking Victim, Prone and Supine Float. |





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| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|--|---|---|---|---|
| | | | | |  |  |
| | Swimming | <p>Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities</p> <p>Standard 3: Participates regularly in physical activity.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> | <p>M.1.AQ.3 Demonstrate all elements of mature form for the basic aquatic skills of front crawl and breaststroke in dynamic settings.</p> <p>M.1.AQ.4 Demonstrate mature form of the basic aquatic skill of backstroke in dynamic settings.</p> <p>M.1.AQ.7 Demonstrate all elements of how to assist a distressed swimmer during simulated practice in dynamic settings.</p> <p>M.1.AQ.8 Demonstrate all elements of how to get help and how to assist a choking victim during simulated practice in dynamic settings.</p> | Swim Activities: American Red Cross Swim Lessons, Water Polo, Water Basketball, Basic Snorkel, Diving, Water Gym Station Work, Relays/Swim Meet, Miscellaneous Games and Activities | | |





Basic Physical Education and Swim

| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Swimming | Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. | <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve performances in dynamic settings.</p> <p>K.2.AQ.3 Analyze/synthesize/evaluate knowledge of critical elements of selected aquatic skills of front crawl, backstroke, breaststroke, and treading in dynamic settings.</p> <p>K.2.AQ.2 Analyze/synthesize/evaluate knowledge of critical elements of safe water entry and exit in dynamic settings.</p> <p>K.2.AQ.4 Analyze/synthesize/evaluate knowledge of critical elements of assisting a distressed swimmer during simulated practice in dynamic settings.</p> | | | |



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| Month Example Sept/Jan | <u>Content</u> Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|---|--|--|--|-------------------------|---|---|
| | | | | |  |  |
| | Swimming | | K.2.AQ.5 Analyze/synthesize/evaluate knowledge of critical elements of assisting a choking victim during simulated practice in dynamic settings K.2.AQ.6 Analyze/synthesize/evaluate knowledge of critical elements of how to get help during simulated emergency practice in dynamic settings 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. | | | |



Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|--|------------------|---|---|
| | | | | |  |  |
| | Swimming | | <p>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.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> | | | |

Basic Physical Education and Swim



| Month Example Sept/Jan | Content Sub-Category or Strand | Michigan Dept. Of Education Standards Code & Language | Michigan High School P.E. Content Expectations Code & Language | Essential Skills | Examples of Formative Assessments | Vocabulary |
|----------------------------------|---|---|---|------------------|---|---|
| | | | | |  |  |
| | Swimming | | K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings. 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) while exploring aquatics in physical education. | | | |