

**Michigan Department of Education
HIGH SCHOOL PHYSICAL EDUCATION ALIGNMENT RECORD**

STRIKING/FIELDING GAMES			
UNIT TITLE: _____			
<u>Expectations</u>	<i>Advanced Skills & Tactics</i>	<i>Basic Skills & Tactics</i>	<u>District Curriculum</u>
*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.			
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).			
*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.			
*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.			
*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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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).			
*K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity that meets national guidelines.			
*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.RP.1 Explain why choosing to participate in activities is personally challenging 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.			
*K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.			

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*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) 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.			
*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.			
*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.			
*B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
*B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.			
*B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.			
*B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
*B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.			
*B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			

*Expectations that are repeated in other Categories.

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