Curriculum Map

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| Course Title: Freshman PE I & II | Quarter I&II | Academic Year: 2015 |

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| Unit/Time Frame | Standards | Content | Learning Objectives | Assessment | Resources |

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| **\*Strength Training**  -6 min. run test  -weight room test  (throughout semester) | 9.4.1  9.4.2  9.3.3  9.3.4  9.4.3 | Create a personal program to achieve and maintain an optimal level of personal fitness.  Example: Plan and implement a personal health-related (healthy lifestyles) fitness  program based upon the results of a pretest, frequent self assessment, indicators of  success and personal goals.  Identify and evaluate personal physiological response to exercise.  Example: Monitor body responses before, during, and after exercise by checking such heart rate, previous scores, etc.  Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).  Example: Perform selected physical activities that enhance flexibility (e.g., stretching, stretch bands, partner stretching, resistance exercises through the full range of motion).  Participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness.  Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance | Students will be able to design their own workout routine with guidance from the teacher. They will then use this workout to focus on the muscles they wish to strengthen throughout the semester. They will be able to find those muscles and demonstrate different workouts that can help in strengthening them. They will complete these lifts and running everyday throughout the semester. | Students will be tested every few weeks on the run test and weightroom test. Their goal is to always improve on previous time and scores. | “Presidential Fitness Award”—used to access students on run test  “2athletes.com”—website to help drive the weightroom fitness testing process |
| \*Flag Football  \*Handball  \*Ultimate Football | **9.1.1**  **9.1.4**  **9.5.1**  **9.5.5**  **9.5.6** | Demonstrate activity-specific skills in individual, dual, and team physical activities  Perform specific skills at an advanced performance level  Demonstrate safe and appropriate use and care of equipment and facilities  Develop strategies for inclusion of all students in physical activity.  Example: Discuss and implement how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities (e.g., develop swimming strategies to include a student with cerebral palsy).  Apply game rules accurately and fairly during activity.  Example: Self-officiate a game of pickleball with a classmate in an agreeable manner | Students will create and apply strategies with teammates to move object down field avoiding defensive schemes. Communication and teamwork are essential as students must remain stationary when they have the ball/object in hand. Their goal is to get down the field into scoring area without a turnover. | Students will use gameplay to work on these skills. The teams that demonstrate the skills correctly will have the most success. They will be cautious of other students on the field and work to incorporate all teammates into the strategy. | “Dynamic Physical Education for Secondary School Students”-Robert Pangrazi  “PECentral.com”.-website |
| Basketball  Soccer | **9.1.1**  **9.1.3**  **9.1.4**  **9.5.5**  **9.5.6** | Demonstrate activity-specific skills in individual, dual, and team physical activities  Model or teach mature motor skills and movement patterns to another student  Perform specific skills at an advanced performance level  Develop strategies for inclusion of all students in physical activity.  Example: Discuss and implement how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities (e.g., develop swimming strategies to include a student with cerebral palsy).  Apply game rules accurately and fairly during activity.  Example: Self-officiate a game of pickleball with a classmate in an agreeable manner | Students will apply strategy and utilize teammates to achieve success. They must move the ball down the field/court with the help of their teammates. Success is measured by goals/points. | Students will use gameplay to access their strategies and teamwork. Students will act fairly in game rules and sportsmanship. | PEcentral.com—used for game ideas and gameplay rules  MrGym.com—used for game ideas and gameplay rules |
| Racket Sports  Track & Field | **9.5.6**  **9.5.3**  **9.5.1**  **9.6.1**  **9.6.2**  **9.3.3** | Apply game rules accurately and fairly during activity  Describe the potential physiological risks associated with physical activity in various environments.  Demonstrate safe and appropriate use and care of equipment and facilities  Identify positive mental and emotional aspects of participation in a variety of physical activities.  Example: Describe the psychological benefits of swimming laps with family members two times a week (e.g., mental alertness, relaxation, social interaction).  Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity.  Example: Express emotions and release energy and/or stress by participating in a challenging game of tennis  Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition | Students will participate in individual activities to assess their own individual skills. Their focus will be on individual skill improvement and increase in strength, speed and agility. | Students will be assessed on their starting times/scores and try to improve on them throughout the unit. | Coacheseducation.com—used for track ideas, instruction, and proper technique  “Dynamic Physical Education for Secondary School Students”-Robert Pangrazi—breakdown of how to teach track and field in a day by day process |
| Stunts  Tumbling | **9.1.2**  **9.2.2**  **9.3.4**  **9.5.4**  **9.5.5**  **9.6.1**  **9.3.3** | Perform creative rhythmic movement patterns with increasing degrees of difficulty  Analyze and evaluate information about motor skills and patterns that lead to improved physical performance  Participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness  I  dentify how age, gender, ethnicity, and economic status affect physical activity selection, participation, and personal abilities.  Example: Compare similarities and differences in cross-cultural games (e.g., research differences between lacrosse and stickball, netball and basketball, and rugby and football) in relation to participation possibilities in different countries.  Develop strategies for inclusion of all students in physical activity.  Example: Discuss and implement how activities, games, and equipment can be adapted to meet the needs of everyone including individuals with disabilities (e.g., develop swimming strategies to include a student with cerebral palsy  Identify positive mental and emotional aspects of participation in a variety of physical activities.  Example: Describe the psychological benefits of swimming laps with family members two times a week (e.g., mental alertness, relaxation, social interaction).  Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity.  Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition  Example: Express emotions and release energy and/or stress by participating in a challenging game of tennis | Students will design and illustrate choreographed movements with partners. They are to be rhythmic and original. Students are working to learn creativity, body control and body movements. | Students will create a tumbling or dance routine with a group. They will perform it in front of the teacher. | PECentral.com—used for stunts and tumbling ideas and ways to incorporate it to make it fun for students |