

## PHYSICAL EDUCATION CURRICULUM MAP FOR GRADES 9-12

(Suggested timeline for introducing content and process standards – some overlap all four quarters)

Physical Education Standards	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
1. Students will demonstrate <b>competency</b> in many movement forms and proficiency in a few movement forms.	<ul style="list-style-type: none"> <li>• Competency 1.1.1 -1.1.2                             <ul style="list-style-type: none"> <li>○ <b>Net:</b> tennis</li> <li>○ <b>Territory/invasion:</b> soccer, capture the flag, capture the throton, lacrosse, flag football</li> </ul> </li> <li>○ <b>Dance:</b> Zumba,</li> <li>○ <b>Fitness:</b> personal fitness, yoga, circuit training</li> <li>○ <b>Cooperative:</b> hula hut, childhood games</li> <li>○ <b>Target:</b> archery, disc golf</li> </ul> <ul style="list-style-type: none"> <li>• Warm-up and cool down 1.1.3</li> <li>• Proficiency 1.2.1 -1.2.2</li> </ul>	<p>Competency 1.1.1 -1.1.2</p> <ul style="list-style-type: none"> <li>• <b>Net:</b> volleyball, table tennis</li> <li>• <b>Territory/invasion:</b> basketball</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fitness:</b> personal fitness, yoga, circuit training, weight training</li> <li>• <b>Cooperative:</b> cooperative games, omnikin ball</li> </ul> <ul style="list-style-type: none"> <li>• Warm-up and cool down 1.1.3</li> <li>• Proficiency 1.2.1 -1.2.2</li> </ul>	<p>Competency 1.1.1 -1.1.2</p> <ul style="list-style-type: none"> <li>• <b>Net:</b> badminton, pickle ball</li> <li>• <b>Territory/invasion:</b> floor hockey, team handball</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fitness:</b> personal fitness, yoga, circuit training, weight training</li> <li>• <b>Cooperative:</b> team building activities</li> </ul> <ul style="list-style-type: none"> <li>• Warm-up and cool down 1.1.3</li> <li>• Proficiency 1.2.1 -1.2.2</li> </ul>	<p>Competency 1.1.1 -1.1.2</p> <ul style="list-style-type: none"> <li>• <b>Net:</b> tennis,</li> <li>• <b>Territory/invasion:</b> capture the flag, capture the throton, lacrosse, ultimate Frisbee</li> <li>• <b>Striking:</b> softball/wiffleball, kickball</li> <li>• <b>Dance/rhythm:</b> line dancing, four wall dancing, kinects, zumba</li> <li>• <b>Fitness:</b> track and field, personal fitness, yoga, circuit training</li> </ul> <ul style="list-style-type: none"> <li>• Target: golf, archery, disc golf</li> <li>• <b>Recreational:</b> backyard games (spike ball, bocce, ladder golf, baggo)</li> <li>• Warm-up and cool down 1.1.3</li> <li>• Proficiency 1.2.1 -1.2.2</li> </ul>
2. Students will apply movement concepts and principles to the learning and development of motor skills.	<ul style="list-style-type: none"> <li>• Movement competence and proficiency 2.1.1</li> <li>• Information 2.1.2</li> <li>• Skills, strategies and rules to specific activity/sport 2.1.3</li> <li>• Critical elements/sport specific skills 2.2.1</li> <li>• Movement skills, concepts, and principles 2.3.1-2.3.2</li> <li>• Basic offensive and defensive strategies 2.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Movement competence and proficiency 2.1.1</li> <li>• Information 2.1.2</li> <li>• Skills, strategies and rules to specific activity/sport 2.1.3</li> <li>• Critical elements/sport specific skills 2.2.1</li> <li>• Movement skills, concepts, and principles 2.3.1-2.3.2</li> <li>• Basic offensive and defensive strategies 2.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Movement competence and proficiency 2.1.1</li> <li>• Information 2.1.2</li> <li>• Skills, strategies and rules to specific activity/sport 2.1.3</li> <li>• Critical elements/sport specific skills 2.2.1</li> <li>• Movement skills, concepts, and principles 2.3.1-2.3.2</li> <li>• Basic offensive and defensive strategies 2.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• Movement competence and proficiency 2.1.1</li> <li>• Information 2.1.2</li> <li>• Skills, strategies and rules to specific activity/sport 2.1.3</li> <li>• Critical elements/sport specific skills 2.2.1</li> <li>• Movement skills, concepts, and principles 2.3.1-2.3.2</li> <li>• Basic offensive and defensive strategies 2.4.1</li> </ul>
3. Students will understand the implications of and the benefits derived from involvement in physical activity.	<ul style="list-style-type: none"> <li>• Physical activity benefits                             <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Disease prevention</li> <li>○ Physiological 3.1.1</li> </ul> </li> <li>• Warm-up and cool-down principles 3.1.2</li> <li>• Emotional benefits 3.2.1</li> <li>• Social benefits 3.3.1-3.3.2</li> <li>• Cognitive benefits 3.4.1-3.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity benefits                             <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Disease prevention</li> <li>○ Physiological 3.1.1</li> </ul> </li> <li>• Warm-up and cool-down principles 3.1.2</li> <li>• Emotional benefits 3.2.1</li> <li>• Social benefits 3.3.1-3.3.2</li> <li>• Cognitive benefits 3.4.1-3.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity benefits                             <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Disease prevention</li> <li>○ Physiological 3.1.1</li> </ul> </li> <li>• Warm-up and cool-down principles 3.1.2</li> <li>• Emotional benefits 3.2.1</li> <li>• Social benefits 3.3.1-3.3.2</li> <li>• Cognitive benefits 3.4.1-3.4.3</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity benefits                             <ul style="list-style-type: none"> <li>○ Health</li> <li>○ Disease prevention</li> <li>○ Physiological 3.1.1</li> </ul> </li> <li>• Warm-up and cool-down principles 3.1.2</li> <li>• Emotional benefits 3.2.1</li> <li>• Social benefits 3.3.1-3.3.2</li> <li>• Cognitive benefits 3.4.1-3.4.3</li> </ul>

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<p>4. Students will apply physical activity-related skills and concepts to maintain a <b>physically active lifestyle</b> and a health-enhancing level of physical fitness.</p>	<ul style="list-style-type: none"> <li>• Components of physical fitness 4.1.1</li> <li>• Pre Fitnessgram™ 4.1.2</li> <li>• Modified Fitnessgram™ 4.1.3</li> <li>• Health-related physical fitness standards 4.2.1</li> <li>• Healthy fitness zone 4.2.2</li> <li>• Personal test scores 4.3.1</li> <li>• Pre-Fitnessgram™, scores 4.3.2</li> <li>• Accumulated Fitnessgram™ data, 4.3.3</li>   <li>• Activities and connection to Fitnessgram™, 4.5.1-4.5.3</li> <li>• Warm-up principles 4.5.4</li> <li>• Health enhancing and personally rewarding activity 4.6.1</li> <li>• Physical activities to improve skills and fitness 4.6.2                             <ul style="list-style-type: none"> <li>○ Cardiovascular</li> <li>○ Muscular strength</li> <li>○ Flexibility</li> </ul> </li> <li>• Physically active lifestyle 4.7.1 -4.7.2</li> <li>• Goal setting log 4.8.1</li> <li>• Using technology 4.9.1</li> </ul>	<ul style="list-style-type: none"> <li>• Components of physical fitness 4.1.1</li> <li>• Fitnessgram™ 4.1.2</li> <li>• Modified Fitnessgram™ 4.1.3</li> <li>• Health-related physical fitness standards 4.2.1</li> <li>• Healthy fitness zone 4.2.2</li> <li>• Personal test scores 4.3.1</li>   <li>• Accumulated Fitnessgram™ data, 4.3.3</li>   <li>• FITT principle with principles of exercise 4.4.2</li> <li>• Fitnessgram™ results to set and revise goals 4.4.3</li> <li>• Activities and connection to Fitnessgram™, 4.5.1-4.5.3</li> <li>• Warm-up principles 4.5.4</li>   <li>• Physical activities to improve skills and fitness 4.6.2                             <ul style="list-style-type: none"> <li>○ Cardiovascular</li> <li>○ Muscular strength</li> <li>○ Flexibility</li> </ul> </li> <li>• Physically active lifestyle 4.7.1 -4.7.2</li> <li>• Goal setting log 4.8.1</li> <li>• Using technology 4.9.1</li> </ul>	<ul style="list-style-type: none"> <li>• Components of physical fitness 4.1.1</li> <li>• Fitnessgram™ 4.1.2</li> <li>• Modified Fitnessgram™ 4.1.3</li> <li>• Health-related physical fitness standards 4.2.1</li> <li>• Healthy fitness zone 4.2.2</li> <li>• Personal test scores 4.3.1</li>   <li>• Accumulated Fitnessgram™ data, 4.3.3</li>   <li>• Goal setting model SMARTY 4.4.1</li> <li>• FITT principle with principles of exercise 4.4.2</li>   <li>Activities and connection to Fitnessgram™, 4.5.1-4.5.3</li> <li>• Warm-up principles 4.5.4</li>   <li>• Physical activities to improve skills and fitness 4.6.2                             <ul style="list-style-type: none"> <li>○ Cardiovascular</li> <li>○ Muscular strength</li> <li>○ Flexibility</li> </ul> </li> <li>• Physically active lifestyle 4.7.1 -4.7.2</li> <li>• Goal setting log 4.8.1</li> <li>• Using technology 4.9.1</li> </ul>	<ul style="list-style-type: none"> <li>• Components of physical fitness 4.1.1</li> <li>• Post Fitnessgram™</li> <li>• Modified Fitnessgram™ 4.1.3</li> <li>• Health-related physical fitness standards 4.2.1</li> <li>• Healthy fitness zone 4.2.2</li> <li>• Personal test scores 4.3.1</li> <li>• Post Fitnessgram™ scores 4.3.3 -4.3.6</li> <li>• Accumulated Fitnessgram™ data, 4.3.3</li>   <li>• Activities and connection to Fitnessgram™, 4.5.1-4.5.3</li> <li>• Warm-up principles 4.5.4</li>   <li>• Physical activities to improve skills and fitness 4.6.2                             <ul style="list-style-type: none"> <li>○ Cardiovascular</li> <li>○ Muscular strength</li> <li>○ Flexibility</li> </ul> </li> <li>• Physically active lifestyle 4.7.1 -4.7.2</li> <li>• Goal setting log 4.8.1</li> <li>• Using technology 4.9.1</li> </ul>
<p>5. Students will demonstrate responsible personal and social behavior in physical activity settings.</p>	<ul style="list-style-type: none"> <li>• Appropriate clothing and protective equipment 5.1.1</li> <li>• Safety considerations 5.1.2</li> <li>• Behaviors 5.1.3</li> <li>• Safety protocol 5.1.4 -5.1.5</li> <li>• Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5</li> <li>• Rules 5.2.1</li> <li>• Proper, appropriate, and safe attire</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate clothing and protective equipment 5.1.1</li> <li>• Safety considerations 5.1.2</li> <li>• Behaviors 5.1.3</li> <li>• Safety protocol 5.1.4 -5.1.5</li> <li>• Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5</li> <li>• Rules 5.2.1</li> <li>• Proper, appropriate, and safe attire</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate clothing and protective equipment 5.1.1</li> <li>• Safety considerations 5.1.2</li> <li>• Behaviors 5.1.3</li> <li>• Safety protocol 5.1.4 -5.1.5</li> <li>• Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5</li> <li>• Rules 5.2.1</li> <li>• Proper, appropriate, and safe attire</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate clothing and protective equipment 5.1.1</li> <li>• Safety considerations 5.1.2</li> <li>• Behaviors 5.1.3</li> <li>• Safety protocol 5.1.4 -5.1.5</li> <li>• Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5</li> <li>• Rules 5.2.1</li> <li>• Proper, appropriate, and safe attire</li> </ul>

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	5.2.1 <ul style="list-style-type: none"> <li>• Communication 5.3.1</li> <li>• Respect 5.3.2</li> <li>• Decisions of game officials 5.3.3</li> <li>• Conflicts in appropriate ways 5.4.1</li> <li>• Conflict resolution process 5.4.2</li> <li>• Working cooperatively 5.5.1</li> <li>• Appropriate 5.6.1</li> <li>• Prevent injuries 5.6.2</li> <li>• Opportunities of participation 5.7.1</li> <li>• Positive and negative verbal communication 5.7.2-57.3</li> <li>• Cooperative and productive group processes 5.8.1</li> <li>• Common goals 5.8.2</li> </ul>	5.2.1 <ul style="list-style-type: none"> <li>• Communication 5.3.1</li> <li>• Respect 5.3.2</li> <li>• Decisions of game officials 5.3.3</li> <li>• Conflicts in appropriate ways 5.4.1</li> <li>• Conflict resolution process 5.4.2</li> <li>• Working cooperatively 5.5.1</li> <li>• Appropriate 5.6.1</li> <li>• Prevent injuries 5.6.2</li> <li>• Opportunities of participation 5.7.1</li> <li>• Positive and negative verbal communication 5.7.2-57.3</li> <li>• Cooperative and productive group processes 5.8.1</li> <li>• Common goals 5.8.2</li> </ul>	5.2.1 <ul style="list-style-type: none"> <li>• Communication 5.3.1</li> <li>• Respect 5.3.2</li> <li>• Decisions of game officials 5.3.3</li> <li>• Conflicts in appropriate ways 5.4.1</li> <li>• Conflict resolution process 5.4.2</li> <li>• Working cooperatively 5.5.1</li> <li>• Appropriate 5.6.1</li> <li>• Prevent injuries 5.6.2</li> <li>• Opportunities of participation 5.7.1</li> <li>• Positive and negative verbal communication 5.7.2-57.3</li> <li>• Cooperative and productive group processes 5.8.1</li> <li>• Common goals 5.8.2</li> </ul>	5.2.1 <ul style="list-style-type: none"> <li>• Communication 5.3.1</li> <li>• Respect 5.3.2</li> <li>• Decisions of game officials 5.3.3</li> <li>• Conflicts in appropriate ways 5.4.1</li> <li>• Conflict resolution process 5.4.2</li> <li>• Working cooperatively 5.5.1</li> <li>• Appropriate 5.6.1</li> <li>• Prevent injuries 5.6.2</li> <li>• Opportunities of participation 5.7.1</li> <li>• Positive and negative verbal communication 5.7.2-57.3</li> <li>• Cooperative and productive group processes 5.8.1</li> <li>• Common goals 5.8.2</li> </ul>
6. Students will understand that internal and external environments influence physical activity.	<ul style="list-style-type: none"> <li>• Safe locations for physical activity 6.1.1-6.1.2</li> <li>• Variety of settings 6.2.1</li> <li>• Influence of media and technology 6.3.1-6.3.2</li> </ul>	<ul style="list-style-type: none"> <li>• Safe locations for physical activity 6.1.1-6.1.2</li> <li>• Variety of settings 6.2.1</li> <li>• Influence of media and technology 6.3.1-6.3.2</li> </ul>	<ul style="list-style-type: none"> <li>• Safe locations for physical activity 6.1.1-6.1.2</li> <li>• Variety of settings 6.2.1</li> <li>• Influence of media and technology 6.3.1-6.3.2</li> </ul>	<ul style="list-style-type: none"> <li>• Safe locations for physical activity 6.1.1-6.1.2</li> <li>• Variety of settings 6.2.1</li> <li>• Influence of media and technology 6.3.1-6.3.2</li> <li>• Influence of home and family environment 6.4.1-6.4.4</li> <li>• Healthy ways to promote physical activity with one’s peers 6.5.1</li> <li>• Youth organizations in the community 6.6.1</li> <li>• Resources to select physical activity information 6.7.1</li> <li>• Physical activity can be helpful in coping and overcoming negative emotions 6.8.1-8.8.2</li> </ul>