

Portales Municipal Schools
CURRICULUM MAP

Subject:	Physical Education	2018	Grade Level High School
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ESSENTIAL QUESTIONS: What goals can you set for yourself that will make you a stronger, healthier person? How do you decide which goals fit your individual needs?

9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I = Introduce R= Review AND Extend M = Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 s t	<p>Standard 5:</p> <p>Demonstrates responsible personal and social behavior in physical activity settings.</p> <p>Benchmarks B & D</p> <hr/> <p>Standard 7:</p> <p>Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.</p> <p>Benchmarks B&D.</p> <hr/> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, C, D.</p>	<p style="color: green;">Class Syllabus (Rules, grading criteria, and class expectations).</p> <hr/> <p style="color: green;">Mission Statement (We introduce and review this mission statement throughout the school year.)</p> <hr/> <p style="color: green;">Warm Up. This includes flexibility, conditioning, and form running.</p> <p>We do this daily throughout the year. We advance the warm-up as the students level improves.</p>	<p>Students will review the class syllabus and sign off after they have read and fully understood.</p> <hr/> <p>Students will work together to develop a mission statement that pertains to their individual class goals.</p> <hr/> <p>In a group, with student leaders, flexibility and conditioning techniques such as jogging, jump ropes and stretching activities will be performed.</p>	<p>Students will be assessed on their ability to follow rules that pertain to the syllabus.</p> <hr/> <p>The students will follow and revisit the mission statement each day. They will be assessed on their ability to follow THEIR mission.</p> <hr/> <p>Assessment used will be teacher observation and data on cardiovascular improvement.</p>	<p>Class Syllabus handout. High School policy handbook.</p> <hr/> <p>Peers Mission statement posted in gym and locker rooms as well as classroom website.</p> <hr/> <p>Data sheets, fitness test and observation checklists.</p>

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ESSENTIAL QUESTIONS: What steps are necessary to achieve and maintain a healthy lifestyle?

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1 s t 9 w e e k s	<p>Standard 3: Exhibits Knowledge and ability to participate in a physically active lifestyle. Benchmark A</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmarks A,B,C</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmark A</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A & D</p>	Cont. from page 2	Cont. from page 2	Cont. from page 2	Cont. from page 2

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ESSENTIAL QUESTIONS: Have you kept accurate data? In what way has your data helped you to improve your fitness level?					
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1 s t 9 w e e k s	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A.</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmark A, B, C, D</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmark A, B, C</p>	<p>. Weight Training and Personal Goal Setting</p> <p style="text-align: center;">(This is done twice a week the entire year).</p>	<p>Students will set personal goals based on their physical fitness test scores and individual needs. They will then start a weight lifting program to help achieve their goals. Data will be kept and evaluated weekly. They will participate in several different styles of lifting such as pyramid, circuit etc., kept data and test to see improvement and need to advance.</p>	<p>Students will be assessed using their data notebooks. These notebooks show work ethic, challenge, and improvement. Teacher observation will also be used as an assessment.</p>	<p>Weight room and various fitness equipment; such as weight balls, bosu balls, bands, TRX cables</p>

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ESSENTIAL QUESTION: Why is important to use different styles of lifting? What are some of the ways you can see improvement through confusing your muscles through your workouts?

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1 s t 9 w e e k s	<p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D.</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmarks A, B, C.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A, B, C, D.</p>	Continued from Page 4	Continued from Page 4	Continued from Page 4	Continued from Page 4

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ESSENTIAL QUESTIONS: How you take what you have learned about team games and use it throughout your lifetime to stay fit?

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1 s t 9 w e e k s	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, & D.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction... Benchmarks A & D.</p>	<p>Team Games. This includes games such as volleyball, softball, and whiffleball etc.</p> <p>Volleyball Basketball Flag-football Softball Badminton Soccer Kickball Wiffleball</p>	<p>Students will use their teamwork skills to work together in game situations. Through the games, the students will use the rules and strategies to have success in the games.</p>	<p>Written tests on history, rules and strategies. The individual skills are taught and skills tests are used. Because of different levels of skill, students are assessed on their ability to perform the skills using the proper form.</p>	<p>Books that show lead up games to the game introduced.</p> <p>Websites such as pecentral.com</p> <p>*A list of websites is listed at the end of this mapping.</p>

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ESSENTIAL QUESTIONS: In what ways do team sports and activities teach empathy and compassion? Why is this important?

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2 n d 9 w e e k s	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, & D.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A & D.</p>	<p>**See first 9 weeks for warm up and weight training.</p> <p>Team sports such as dodge ball, basketball, soccer, kicking games and throwing games.</p>	<p>Students will learn and practice the rules, strategies and lead-up games for many team sports. They will organize teams and participate through games and tournaments.</p> <p>There will be many activities that deal with throwing, kicking etc. These skills have been taught throughout the elementary years we are trying to master the correct fundamental of these skills.</p>	<p>The will be assessed using skills tests, rubric, written tests, and observations.</p>	<p>Physical Education books that have lead up games and strategies.</p> <p>Websites such as pecentral.com</p>

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ESSENTIAL QUESTIONS: How can you integrate the knowledge you have gained from your health units into your everyday life?

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2 n o d 9 w e e k	<p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, and C.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmarks A, B, and C.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, and D.</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmarks A, B, and C.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and interaction. Benchmarks A, B, C, and D.</p>	<p>*These are health units that meet the Physical Education Standards and Benchmarks as well as the Health Standards and Benchmarks.</p> <p>*Nutrition and Diet Unit</p> <p>*Diseases associated with unhealthy lifestyles Unit.</p>	<p>Nutrition: Students will keep a diet journal. They will record their daily intake or food and drink. Using the food pyramid, they will evaluate and change eating habits to help them live a healthier lifestyle.</p> <p>Students will research and prepare PowerPoint presentations that help them understand how unhealthy lifestyles can affect their future. They will adjust their workout goals to meet needs such as strength, cardiovascular. They will check blood pressure, heart rate and keep data to see the improvement needed for health reasons.</p>	<p>Students will be assessed using rubrics, written tests and participation grade.</p>	<p>Notebooks to keep data. Internet Charts Graphs</p>

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3 r d n i n e W e e k s	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, & D.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmark A, B, C, and D</p>	<p>**See first 9 weeks for warm up and weight training.</p> <p>Team sports such as basketball, hockey, soccer, flag football, kickball and speedball.</p>	<p>Students will use the knowledge they have learned to perform the team sports that are introduced to them. They will practice their skills by running and playing. They will follow the rules of the activity; get along with others practice sportsmanship.</p>	<p>The students will be assessed by skills test, written tests and a rubric for fundamental skills.</p>	<p>Books that show different lead up games the unit being taught.</p> <p>Websites such as pe.central.com</p>

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ESSENTIAL QUESTION: Why is it necessary to train your cardiovascular and muscular system to be well rounded?

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3 r d 9 W e e k s	<p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmark A, B, C, and D.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical education. Benchmarks A, B, and C.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A and B.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A, B, C, and D.</p>	<p style="color: green;">Strength and cardiovascular stations. Reevaluation of goals.</p>	<p>Students will evaluate their fitness goals and determine if they have improved. They will take their data, graph it and look for results. When they have come up with a conclusion, they will decide what is needed to take them to the next level. This is also their opportunity to critique their work ethic. If they have not improved, they will come to a conclusion as to why.</p>	<p>Students will be assessed using their data. They have kept records of their lifting scores, cardio improvement. In some cases, depending on goals, they will be assessed by body weight and measurement.</p>	<p>Heart rate monitors, stop watches, body mass index wheel and scales.</p> <p>Laura Massey, School Nurse Portales Schools</p>

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ESSENTIAL QUESTIONS: How do the skills of flexibility and conditioning help you to be in stronger, healthier person?

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4 t h 9 w e e k s	<p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, C, D.</p> <p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark: A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p>	<p>Flexibility, conditioning and warm up drills.</p> <p>These drills have been used everyday that we had physical activity. We advanced every 9 weeks.</p>	<p>Students have used the warm up the entire year. They have used the knowledge that they have learned throughout the first three nine weeks to advance their warm-up to a higher level. Students had the opportunity to lead and integrate their own stretching and cardiovascular activities. This gave them the opportunity to lead teach.</p>	<p>Students will be assessed using flexibility and conditioning rubric. This will include their leadership skills.</p>	<p>Videos, websites, peer instruction.</p>

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ESSENTIAL QUESTIONS: How have you been able to use the experience of team sports to be a better team player?					
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