

CURRICULUM MAP
COURSE – PE III
GRADE – 11

MARKING PERIOD	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENT	STANDARDS
1	How can one attain and maintain a reasonable degree of muscular fitness?	Muscular Fitness	-differentiating between muscular endurance and muscular strength and how to adapt a workout to target one or the other -recognize a variety of training techniques that target muscular fitness -explain benefits of and guidelines for muscular fitness workouts -examine the principles of exercise that pertain to muscular fitness -design a personal muscular fitness workout -evaluate said program	-project worksheet -written test -performance of personal workout -evaluation of personal workout	HE.9-12. - [Content Statement] - Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
2	How can one attain and maintain a reasonable	Flexibility	-differentiating between dynamic stretching and static stretching and when	-project worksheet -written test -evaluation of	HE.9-12.2.6.12.A.4 - [Cumulative Progress Indicator] - Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

	degree of flexibility		<p>each is best used</p> <ul style="list-style-type: none"> -identify a variety of dynamic and static stretches -explain benefits of and guidelines for flexibility workouts -design and lead the class in a flexibility workout 	student led workout	
3	How can one attain and maintain a reasonable degree of cardiovascular fitness?	Cardiovascular Fitness	<ul style="list-style-type: none"> -define vocabulary regarding cardiovascular fitness -explain the lifetime benefits of cardio fitness -employ FITT formula for cardio -design, implement, and evaluate a personal cardio workout 	<ul style="list-style-type: none"> -project worksheet -written test -evaluation cardio workout 	<p>HE.9-12.2.6.12.A.1 - [Cumulative Progress Indicator] - Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>HE.9-12.2.6.12.A.4 - [Cumulative Progress Indicator] - Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>
ALL	How do you realize age-appropriate fitness?	Fitness Activities	<ul style="list-style-type: none"> -evaluate personal fitness -design a personal fitness plan including warm-up; muscular fitness activities; cardio activities; flexibility; and cool down 	<ul style="list-style-type: none"> -personal fitness log -fitness testing -leading class fitness activities -written testing regarding fitness concepts -skills tests -class preparation and participation 	<p>HE.9-12.2.6.12.A.2 - [Cumulative Progress Indicator] - Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.</p> <p>HE.9-12.2.6.12.A.4 - [Cumulative Progress Indicator] - Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>

				-teacher observation of correct exercise technique	
ALL	How does effective and appropriate movement affect wellness?	Individual and Dual Sports AND Team Sports	-Perform skills of various sports using correct technique -Use a variety of techniques to improve sport/team psychology -Transfer movement concepts from one sport to another -Play the using the rules of good sportsmanship	-written tests on skills, rules, strategies -process based skills tests -class preparation and participation -teacher observation of correct play	HE.9-12.2.2.12.C.1 - [Cumulative Progress Indicator] - Analyze the impact of competition on personal character development. HE.9-12.2.5.12.A.1 - [Cumulative Progress Indicator] - Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). HE.9-12.2.5.12.A.2 - [Cumulative Progress Indicator] - Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. HE.9-12.2.5.12.A.4 - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. HE.9-12.2.5.12.B.1 - [Cumulative Progress Indicator] - Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. HE.9-12.2.5.12.B.2 - [Cumulative Progress Indicator] - Apply a variety of mental strategies to improve performance. HE.9-12.2.5.12.C.2 - [Cumulative Progress Indicator] - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
3	What effect can dance have in developing mental and physical wellness?	Dance	-hearing the downbeat to start any dance -knowledge and performance of dance steps -creation of a dance	-dance combinations physical test -creation of group dance -leading group dance	HE.9-12.2.5.12.A.3 - [Cumulative Progress Indicator] - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). HE.9-12.2.5.12.A.4 - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.