

## Physical Education I Curriculum Map

| Quarter 1 Standards   | Outcome/Activity   | Assessment   |
|---|--|--|
| <p>Perform</p> <p><u>STANDARD</u><br/>1,2,3,4</p><br><p><u>GRADE LEVEL EXPECTATIONS</u><br/>(G.L.E.s)<br/>1A,2C,3E,4B,D,E,F,G</p> <p><b>Motor Skill</b></p> <p>Participate at a competent level in at least one team sport through small-sided games or activities,</p> <p>Demonstrate competency for each identified critical element during modified play</p> | <p>Design practice tasks for skill improvement, develop strategies for successful game play, collect skill and tactical data on game play, and make adjustments based on the data.</p> <p><b>Demonstrate knowledge and understanding of the questions, fitness concepts, and processes of physical fitness</b></p><br><p><b>Participate in activities designed to improve or maintain muscular strength and endurance, flexibility, cardio respiratory endurance (cardio respiratory fitness), and body composition</b></p><br><p><b>Participate to meet the experiential and interactive goals of the lessons</b></p><br><p><b>Apply basic biomechanical principles in a variety of movement settings and explore these principles through physical activity. Topics to include levers, friction, and resistance</b></p> <ol style="list-style-type: none"> <li>I. Fitness             <ol style="list-style-type: none"> <li>A Pre-assessment Fitness Testing                 <ol style="list-style-type: none"> <li>1. Assess personal cardiovascular endurance( select one)                     <ol style="list-style-type: none"> <li>a. mile-run</li> <li>b. 12 minute walk-run</li> <li>c. the pacer</li> </ol> </li> <li>2. Assess personal arm and shoulder strength(select one)                     <ol style="list-style-type: none"> <li>a. pull-ups</li> <li>b. flexed arm hang</li> <li>c. push-ups</li> </ol> </li> <li>3. Assess personal abdominal strength or endurance(select one)                     <ol style="list-style-type: none"> <li>a. sit-ups</li> <li>b. curl-ups</li> <li>c. crunches</li> </ol> </li> <li>4. Assess personal flexibility (select one)                     <ol style="list-style-type: none"> <li>a. v-sit</li> <li>b. backsaver sit and reach</li> </ol> </li> <li>5. Determine personal body mass                     <ol style="list-style-type: none"> <li>a. height</li> <li>b. weight</li> </ol> </li> </ol> </li> <li>B. Personal Fitness Plan                 <ol style="list-style-type: none"> <li>1. Construct a fitness</li> </ol> </li> </ol> </li> </ol> | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> </ul> |

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|  |  |   |
|--|--|---|
|  | <ol style="list-style-type: none"> <li>2. List activities for personal plan</li> <li>3. Relate activity benefits</li> <li>4. Structure program plan</li> </ol>   |   |
| <p><b>Cognitive STANDARD</b><br/>1,2,3,4</p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5, 2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10, 4.2.11</p> | <p>Describe how a person can tell whether he or she is physically fit and the meaning of the healthy fitness zone</p> <p>Explain the difference between stretching and flexibility exercises</p> <p>Describe the 5 parts of health-related physical fitness and give examples of each</p> <p>Describe the components of health-related fitness and factors that affect fitness</p> <p>Identify proper warm-up techniques and reasons for using them</p> <ol style="list-style-type: none"> <li>5. Put it in writing-chart daily progress</li> <li>6. Evaluate and modify your program</li> </ol> <p>C. Fitness Activities(first 8-12 minutes each day of class) Calisthenics, Partner-Resisted Training</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises(select several)             <ol style="list-style-type: none"> <li>a. sit and reach</li> <li>b. knee-to-chest</li> <li>c. spine twist</li> <li>d. sitting stretcher</li> <li>e. hip stretcher</li> <li>f. arm stretcher</li> <li>g. calf stretcher</li> <li>h. Achilles stetcher</li> <li>i. jumping jacks</li> <li>j. cherry pickers</li> <li>k. hurdle-stretches</li> <li>l. thigh stretches</li> <li>m. toe-touches</li> </ol> </li> <li>2. Perform strength exercises (select several)</li> </ol> | <p>.Written report<br/>Group discussion</p> |

## Physical Education I Curriculum Map

**STANDARD**

1,2,3,4

**G.L.E.s**

1A,2C.3E.4B,D,E,F,G

**P.I.s**

1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,  
2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,  
4.2.11

- a. sit-ups
- b. push-ups
- c. leg lifts
- d. hill-climbers
- 3. Perform endurance exercises(select several)
  - a. walking
  - b. running
  - c. jogging
  - d. sprints
  - e. jump rope

Develop personal fitness plan

Exhibits effort during skills lessons, drills, and games

Set and reach an attainable goal when practicing proper mechanical grips

Applies skills and strategies in modified games as selected by teacher or developed by student

Participate in golf, demonstrating appropriate movements and techniques

Play several holes of golf

II. Lifetime Activities(Select two or more)

- A. Fitness Activities: Interval Training
  - 1. Stretching/flexibility exercises
  - 2. Strength exercises
  - 3. Endurance Exercises
  - 4. Mimetic exercises for skills taught in lesson.

**B. Golf**

- 1. Distinguish between different clubs and their functions
  - a. driver
  - b. iron
  - c. putter
- 2. Display proper mechanics of the grip
  - a. interlocking
  - b. overlapping

## Physical Education I Curriculum Map

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|---|---|--|
|   | <ol style="list-style-type: none"> <li>3. Display proper stance             <ol style="list-style-type: none"> <li>a. position of the ball and club</li> <li>b. position of shoulder and feet</li> </ol> </li> <br/> <li>4. Display proper swing mechanics             <ol style="list-style-type: none"> <li>a. address the ball</li> <li>b. back swing</li> <li>c. pivot</li> <li>d. down swing</li> <li>e. follow-through</li> </ol> </li> <br/> <li>5. Display proper putting techniques             <ol style="list-style-type: none"> <li>a. line up feet</li> <li>b. draw club straight back</li> <li>c. eye on ball</li> <li>d. Golf terminology</li> </ol> </li> </ol> |  |
| <b>Affective</b>                        | <b>Personal/ Social; Responsibilities</b><br>Participate in self-evaluation and feedback  | <b>Personal/ Social; Responsibility Activities</b><br>Students will self-evaluate their participation on their sport team  |
| <b>Common Core Anchor<br/>CCSSM</b>     | Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.  |  |
| <b>Standards</b>                        | <b>Outcome/Activity</b>   | <b>Assessment</b>  |
| <b>Perform<br/>STANDARD<br/>1,2,3,4</b> | <b>Tennis</b><br>Participate in modified games of Tennis as selected by teacher or developed by student <ol style="list-style-type: none"> <li>1. Execute strategies, protocols, and rules             <ol style="list-style-type: none"> <li>e. offense and defense</li> <li>f. game specific protocols</li> </ol> </li> </ol>   | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> </ul> |

## Physical Education I Curriculum Map

G.L.E.s  
1A,2C.3E.4B,D,E,F,G

P.I.s  
1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,  
2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,  
4.2.11

- g. course boundaries
- h. rules for play and scoring
2. Tennis terminology
3. Demonstrate proper warm-up and cool-down for golf
4. Display proper care of golf equipment
5. Explain how participating in golf can be enjoyable and self-challenging
6. Describe how participating in golf can help one maintain a healthy lifestyle

Participate actively in Tennis lessons and drills

Demonstrate appropriate movements, techniques and skills

Use offensive and defensive strategies while playing in game situation

### C. Tennis

- A. Exhibit positive personal and social skills needed to work with others and independently
  - a. acceptance of the roles and decisions of officials
  - b. acknowledge of good play from an opponent during competition
- B. Tennis Terminology
- C. display proper care of tennis equipment
- D. Explain how participating in tennis can be enjoyable and self-challenging
- E. describe how participating in tennis can help one maintain a healthy lifestyle
  1. Demonstrate proper warm-up and cool-down for tennis
  2. Demonstrate grips
    - i. forehand
    - ii. backhand
  3. Demonstrate the ready position
    - i. knees bent with weight on balls of feet
    - ii. racket at waist, in center of body
  4. Demonstrate the forehand
    - i. footwork
    - ii. backswing
    - iii. contact point
    - iv. weight transfer

- Performance Rubrics
- Performance Checklist
- Peer observation

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|  |  |   |
|--|--|---|
| <p><b>STANDARD</b><br/>1,2,3,4</p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,<br/>2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,<br/>4.2.11</p> | <ul style="list-style-type: none"> <li>v. follow-through</li> <li>5. Demonstrate the backhand             <ul style="list-style-type: none"> <li>i. footwork</li> <li>ii. back swing</li> <li>iii. contact point</li> <li>iv. weight transfer</li> <li>v. follow-through</li> </ul> </li> <li>6. Demonstrate the overhead serve             <ul style="list-style-type: none"> <li>i. footwork</li> <li>ii. toss</li> <li>iii. arm swing</li> <li>iv. contact point</li> <li>v. weight transfer</li> <li>vi. follow-through</li> </ul> </li> <li>7. Execute strategies, protocols, and rules             <ul style="list-style-type: none"> <li>i. offense and defense</li> <li>ii. game specific protocols</li> <li>iii. court dimensions and boundaries rules for play and scoring</li> <li>iv. penalties</li> </ul> </li> </ul> <p>7.</p> |   |
| <p><b>Cognitive</b></p>  | <p style="color: red;">Identify proper warm-up techniques and reasons for using them</p> <p><b>Personal/ Social; Responsibilities</b><br/>Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.<br/>Work productively as a group member and contribute to the groups' success through a variety of noncompetitive duties, such as in the sport education model including, Sport education, Officiating, Coaching, etc</p>   | <p>Portfolio development guidelines:</p> <ul style="list-style-type: none"> <li>1) short and long term goals</li> <li>2) describe each of the FITT principles and how their plan addresses each of the FITT principles,</li> </ul> <p>Written report<br/>Group discussion</p> |
| <p><b>Affective</b></p>  | <p>Golf-. Exhibit positive personal and social skills needed to work with others and independently.</p> <ul style="list-style-type: none"> <li>1. acceptance of the roles and decisions of officials</li> <li>2. acknowledgement of good play from an opponent during competition</li> </ul>   | <p><b>Personal/ Social; Responsibilities</b><br/>Activity<br/>Students will self-evaluate their participation on their sport team based</p>   |

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|   |   |  |
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|   | Students will self-evaluate their participation on their sport team based on guidelines.  | on guidelines.<br>Areas included in the evaluation will be fair play, communication skills, and ability to work with diverse skill levels, fulfilling assigned roles, providing feedback to teammates appropriately, and demonstrating sportsmanship in both winning and losing game play.   |
| <b>Common Core Anchors<br/>CCSSM</b>      | Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.  |  |
| <b>Standards</b>                          | <b>Outcome/Activity</b>   | <b>Assessment</b>  |
| <b>Perform<br/>STANDARD<br/>1,2,3,5,6</b> | <p><b>Track and Field</b></p> <p style="color: red;">Participate in modified sprints as selected by teacher or developed by student</p> <p style="color: red;">Participate in basic and advanced movements/skills during individual and team play in Track and Field</p> <p style="color: red;">Identify proper warm-up techniques and reasons for using them</p> <p>Track Task Cards</p> <p>Select a running events and describe the differences in the training</p> <p>Participate in running events of various distances</p> | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> </ul><br><ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a</li> </ul> |
| <b>STANDARD</b>                           |   |  |

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|  |  |   |
|--|--|---|
| <p>1,2,3,4</p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,<br/>2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,<br/>4.2.11</p> | <p style="color: red;">Perform basic and advanced movements during individual and team play in Track and Field</p> <p>F. Track and Field</p> <ol style="list-style-type: none"> <li>1. Perform sprints of various distances(50, 100, and 200 meters)             <ol style="list-style-type: none"> <li>a. start</li> <li>b. arm action</li> <li>c. leg action stride pace finish</li> </ol> </li> <li>2. Perform middle distances(400, 800 and 1600 meters)             <ol style="list-style-type: none"> <li>a. start</li> <li>b. arm action</li> <li>c. leg action</li> </ol> </li> <li>3. Demonstrate proper warm-up and cool-down for track             <ol style="list-style-type: none"> <li>a. stride</li> <li>b. pace</li> <li>c. finish</li> </ol> </li> <li>2. Combine correct body mechanics for running hurdles             <ol style="list-style-type: none"> <li>a. lead leg</li> <li>b. arm movement</li> <li>c. upper body movement</li> <li>d. trail leg</li> <li>e. steps between hurdles</li> </ol> </li> <li>3. Display proper mechanics for running relays             <ol style="list-style-type: none"> <li>a. start position for receiver</li> <li>b. stride</li> <li>c. passing baton</li> <li>d. receiving baton</li> </ol> </li> <li>4. Display proper mechanics of the long jump and triple jump             <ol style="list-style-type: none"> <li>a. approach</li> <li>b. take off</li> <li>c. flight</li> <li>d. landing</li> </ol> </li> <li>5. Demonstrate proper mechanics for discus throw/shot put             <ol style="list-style-type: none"> <li>a. grip</li> </ol> </li> </ol> | <p>behavior modification plan to improve their overall wellness</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> </ul> |
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|                         |  |  |
|-------------------------|--|--|
|                         | <ul style="list-style-type: none"> <li>b. footwork</li> <li>c. release</li> <li>d. follow-through</li> </ul> <ul style="list-style-type: none"> <li>6. Demonstrate proper mechanics for the high jump             <ul style="list-style-type: none"> <li>a. straddle/flop</li> <li>b. approach</li> <li>c. take off</li> <li>d. flight</li> <li>e. landing</li> </ul> </li> <li>7. Execute protocols and rules             <ul style="list-style-type: none"> <li>a. event specific rules</li> <li>b. various track and field event dimensions and boundaries</li> <li>c. scoring</li> <li>d. penalties</li> </ul> </li> <li>8. Demonstrate proper warm-up and cool-down for track and field</li> <li>9. Perform at least two track events, one field and one running</li> </ul> | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> </ul>   |
| <p><b>Cognitive</b></p> | <ul style="list-style-type: none"> <li>1. Display proper care of track and field equipment</li> <li>2. Explain how participating in track and field can be enjoyable and self-challenging</li> <li>3. Describe how participating in track and field can help one maintain a healthy lifestyle</li> </ul>   | <p>Incorporate specific plans for improving areas of weakness(es) identified through the pre-fitness assessment,</p> <p>Assess specific behavior modification plans for changes in activity levels, eating habits, or other risk behaviors.</p> <p>Students will sign a behavior modification contract</p> <p>Develop a self-monitoring plan for meeting long and short term goals and behavior modification contract.</p> |
| <p><b>Affective</b></p> | <ul style="list-style-type: none"> <li>1. Exhibit positive personal and social skills needed to work with others</li> <li>4. Respond to challenges, successes, and failures in socially acceptable ways</li> </ul>   |  |

## Physical Education I Curriculum Map

|   |   |   |
|---|---|---|
| <p><b>Common Core Anchor<br/>CCSSM</b></p>  | <p>Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.</p>   | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> </ul>                            |
| <p><b>Standard</b></p>  | <p><b>Outcome/Activities</b></p>  | <p><b>Assessment</b></p>  |
| <p><b>Perform<br/>STANDARD<br/>1,2,3,4</b></p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,<br/>2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,<br/>4.2.11</p> <p><b>STANDARD<br/>1,2,3,4</b></p> | <p><b>Badminton</b></p> <p>Do progressive warm-ups of strokes<br/>Review service rules<br/>Badminton Task Card</p> <p>Understand the mechanical differences between swings</p> <p>Learn strategies for playing doubles</p> <p>Demonstrate Basic locomotor movements</p> <p>Review the reasons for a low-to-high swing</p> <p>Identify proper warm-up techniques and reasons for using them</p> <p>Participate in a game</p> <p>Video oneself performing a motor skill and analyze performance</p> <p><b>Badminton</b></p> | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer Observation</li> <li>• Game situations</li> </ul> |

## Physical Education I Curriculum Map

G.L.E.s  
1A,2C.3E.4B,D,E,F,G

P.I.s  
1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,  
2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,  
4.2.11

1. Demonstrate
  - a. grips
  - b. ready position
  - c. footwork
2. Introduce hitting skills
  - i. short serve
  - ii. overhead clear
  - iii. long serve
  - iv. underhand clear
  - v. smash
  - vi. forehand drive
  - vii. backhand drive
- b. Teach
  - i. scoring
  - ii. court dimensions
  - iii. Player positioning
- c. Execute strategies, protocols and rules of the game
  - i. offense and defense
  - ii. rules
- d. Demonstrate proper warm-up and cool-down for badminton
- e. Display proper care of badminton equipment
- f. Explain how participating in badminton can be enjoyable and self-challenging
- g. Describe how participating in badminton can help one

### Movement Activities

#### A. Dance Basics

1. Basic Locomotor Movements
  - i. step
  - ii. run
  - iii. skip
  - iv. slide
  - v. gallop
2. Basic dance formations
  - a. line

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- b. circle
- c. square
- d. file
- e. contra
- 3. Basic dance partner positions
  - a. two-hand joined
  - b. promenade
  - c. varsouvienne
  - d. open social
  - e. closed social

### **B. Dance**

- 1. Perform the basic steps to a variety of folk dances
  - a. step-hop
  - b. two-step
  - c. grapevine
  - d. schottische
  - e. polka
- 2. Perform basic moves in a variety of folk dances
  - a. allemande(left and right)
  - b. swing
  - c. promenade
  - d. do-si-do
  - e. grand right and left
  - f. right hand and left hand star
  - g. ladies chain
  - h. right and left through
- 3. Demonstrate social dances
  - a. Waltz
  - b. Cha-Cha
  - c. Fox Trot
  - d. Tango
  - e. Contemporary
- 4. Demonstrate line dances
  - a. The Slide
  - b. Electric Slide
  - c. Miserlou

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|   |   |  |
|---|---|--|
| <p><b>Cognitive</b><br/><b>STANDARD</b><br/>1,2,3,4</p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,<br/>2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,<br/>4.2.11</p> | <p>Review grip, meet ball on center of strings</p> <ol style="list-style-type: none"> <li>1. Explain the importance of the music and rhythm</li> <li>2. Explain how participating in dance can be enjoyable and self-challenging</li> <li>3. Describe how participating in dance can help one maintain a healthy lifestyle</li> </ol> |  |
| <p><b>Affective</b></p>   | <ol style="list-style-type: none"> <li>1. Stress etiquette and courtesy</li> </ol>  |  |
| <p><b>Common Core Anchor</b><br/><b>CCSSM</b></p>   | <p>Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.</p>   |  |



## Physical Education I I Curriculum Map

### STANDARD

1,2,3,4

G.L.E.s

1A,2C,3E,4B,D,E,F,G

P.I.s

1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,  
2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,  
4.2.11

- a. offense and defense
- b. game specific
- c. court dimensions and boundaries
- d. rules and scoring
- e. penalties
- 6. Exhibit positive personal and social skills needed to work with others and independently
- 7. Discuss short history and evolution of volleyball
- 8. Demonstrate proper warm-up and cool-down for volleyball
- 9. Display proper care of volleyball equipment
- 10. Explain how participating in volleyball can be enjoyable and self-challenging
- 11. Describe how participating in volleyball can help one maintain a healthy lifestyle

### Softball

Make a booklet of softball Information.

Complete softball task cards

Participate in a game of softball

Complete a double bubble map to compare and contrast softball and baseball

**Identify proper warm-up techniques and reasons for using them**

#### C. Softball

- 1. Perform throwing skills
  - a. underhand
  - b. overhand infield
  - c. overhand outfield
- 2. Perform catching skills
  - a. with a glove
  - b. above the waist
  - c. below the waist
  - d. fly ball
- 3. Perform fielding skills
  - a. ground ball
  - b. fly ball
  - c. one hop
  - d. line drive

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4. Perform hitting skills
  - a. grip
  - b. stance
  - c. pivot
  - d. weight shift
  - e. bunting
  - f. fielding
5. Execute strategies, protocols, and rules
  - a. offense and defense
  - b. game specific protocols
  - c. field dimensions and boundaries
  - d. rules and scoring
  - e. penalties
6. Demonstrate proper warm-up and cool-down for softball
7. Display proper care of softball equipment
8. Explain how participating in softball can be enjoyable and self-challenging
9. Describe how participating in softball can help one maintain a healthy lifestyle

### **Basketball**

Complete task cards

Participate in a game of basketball

Identify proper warm-up techniques and reasons for using them

- C. Basketball
  1. Demonstrate dribbling skills
    - a. speed
    - b. dominant
    - c. non-dominant
    - d. change of pace
    - e. crossover
  2. Demonstrate passing skills
    - a. chest
    - b. bounce
    - c. overhead
    - d. flip



## Physical Education I I Curriculum Map

3. Demonstrate shooting skills
  - a. lay-up
  - b. set
  - c. jump
  - d. hook
  - e.
4. Demonstrate offensive
  - a. give and go
  - b. cut
  - c. fakes
  - d. rebound
5. Demonstrate defensive skills
  - a. player to player
  - b. boxing out
  - c. rebound
  - d. zone principles
6. Execute strategies, protocols, and rules
7. Exhibit positive personal and social skills need ed to work with others and independently
  - a. acceptance of the roles and decisions of officials
  - b. acknowledgement of good play from an opponent during competition
8. Respond to challenges, successes, and failures in socially acceptable ways
9. Demonstrate proper warm-up and cool-down for basketball
10. Display proper care of basketball can be enjoyable and self-challenging
11. Describe how participating in basketball can help one maintain a healthy lifestyle

### **Team Handball**

12. Demonstrate hand dribbling
  - a. stationary
  - b. moving
  - c. while defending
13. Demonstrate catching
14. Demonstrate passing
  - a. jump

## Physical Education I Curriculum Map

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>b. overhand</li> <li>c. wrist</li> <li>d. bounce</li> </ul> <p>15. Shooting</p> <ul style="list-style-type: none"> <li>a. set</li> <li>b. jump</li> </ul> <p>16. Demonstrate goal keeping</p> <p>17. Discuss player positions and responsibilities</p> <p><b>I. Recreational Activities (Select as many as possible and set up in a variety of circuits.</b></p> <p>A. Fitness Activities: stability bal/resistance bands/geo-motion</p> <ol style="list-style-type: none"> <li>1. Perform stretching/flexibility exercises</li> <li>2. Perform strength exercises</li> <li>3. Perform endurance exercises</li> </ol>  |  |
| <p><b>Cognitive</b><br/>STANDARD<br/>1,2,3,4</p> <p>G.L.E.s<br/>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s<br/>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5,<br/>2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10,<br/>4.2.11</p> | <p>Describe how a person can tell whether he or she is physically fit and the meaning of the healthy fitness zone</p> <p>Explain the difference between stretching and flexibility exercises</p> <p>Describe the 5 parts of health-related physical fitness and give examples of each</p> <p>Describe the components of health-related fitness and factors that affect fitness</p> <p>Identify proper warm-up techniques and reasons for using them</p> <p>Write an essay about the health benefits of basketball</p> <p>Use a graphic organizer to compare basketball to team handball</p> <ol style="list-style-type: none"> <li>3. List activities for personal plan</li> <li>4. Relate activity benefits</li> <li>5. Structure program plan</li> <li>6. Put it in writing-chart daily progress</li> <li>7. Evaluate and modify your program</li> <li>8.</li> </ol> <p>C</p> <p>Exhibits effort during skills lessons, drills, and games</p> | <p>.Written report</p> <p>Group discussion</p> |

## Physical Education I I Curriculum Map

|   |  |  |
|---|--|--|
|   | <p style="color: red;">Set and reach an attainable goal when practicing proper mechanical grips</p> <p style="color: red;">Applies skills and strategies in modified games as selected by teacher or developed by student</p> <p style="color: red;">Participate in golf, demonstrating appropriate movements and techniques</p>   |  |
| <b>Affective</b>  | <p><b>Personal/ Social; Responsibilities</b></p> <p>Participate in self-evaluation and feedback</p>  | <p><b>Personal/ Social; Responsibility Activities</b></p> <p>Students will self-evaluate their participation on their sport team</p>   |
| <b>Common Core Anchor CCSSM</b>   | <p>Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.</p>  |  |
| <b>Standards</b>  | <b>Outcome/Activity</b>  | <b>Assessment</b>  |
| <p><b>Perform</b></p> <p><b>STANDARD</b></p> <p>1,2,3,4</p> <p>G.L.E.s</p> <p>1A,2C.3E.4B,D,E,F,G</p> <p>P.I.s</p> <p>1.2.3,2.1.3,2.1.4,2.1.6,2.2.2,2.2.3,2.2.5, 2.3.6,3.1.3,4.1.9,4.2.1,4.2.5,4.2.6,4.2.10, 4.2.11</p> | <p><b>Bowling</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate grip</li> <li>2. Demonstrate approach</li> <li>3. Demonstrate delivery</li> <li>4. Demonstrate follow-through</li> <li>5. Execute strategies, protocols, and rules of the game</li> <li>6. Display proper care of bowling equipment</li> <li>7. Explain how participating in bowling can help one be enjoyable and self-challenging</li> <li>8. Describe how participating in bowling can help one maintain a healthy lifestyle</li> </ol><br><ol style="list-style-type: none"> <li>18. Demonstrate proper warm-up and cool-down for basketball</li> <li>19. Display proper care of basketball can be enjoyable and self-challenging</li> </ol> | <ul style="list-style-type: none"> <li>• Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness</li> <li>• Teacher Observation</li> <li>• Performance Rubrics</li> <li>• Performance Checklist</li> <li>• Peer observation</li> </ul> |

## Physical Education I I Curriculum Map

20. Describe how participating in basketball can help one maintain a healthy lifestyle

### Team Handball

21. Demonstrate hand dribbling
  - a. stationary
  - b. moving
  - c. while defending
22. Demonstrate catching
23. Demonstrate passing
  - a. jump
  - b. overhand
  - c. wrist
  - d. bounce
24. Shooting
  - a. set
  - b. jump
25. Demonstrate goal keeping
26. Discuss player positions and responsibilities

### Table Tennis

1. Demonstrate the proper grip
  - a. forehand
  - b. backhand
2. Demonstrate the various strokes
  - a. volley
  - b. lob
  - c. smash
  - d. drop
  - e.
3. Demonstrate the serve

### Horseshoes

1. Execute proper toss
  - a. wrist action
  - b. step with correct foot
2. Demonstrate proper stance

## Physical Education I I Curriculum Map

|                         |   |   |
|-------------------------|---|---|
|                         | <ul style="list-style-type: none"> <li>a. feet</li> <li>b. body</li> <li>3. Execute strategies, protocols and rules</li> <li>4. Exhibit positive personal and social skills needed to work with others and independently</li> <li>5. Display proper care of horseshoe equipment</li> <li>E. Shuffleboard             <ul style="list-style-type: none"> <li>1. Demonstrate proper grip on que</li> <li>2. Demonstrate proper shooting techniques                 <ul style="list-style-type: none"> <li>a. que and disc connection</li> <li>b. follow-through</li> </ul> </li> <li>3. Discuss rules for play and scoring</li> <li>4. Demonstrate proper care of shuffleboard equipment</li> </ul> </li> <li>F. Teacher's choice(Select one or more additional recreational activities as needed)</li> <li><b>Fitness</b> <ul style="list-style-type: none"> <li>4. Assess cardiovascular endurance                 <ul style="list-style-type: none"> <li>a. mile run</li> </ul> </li> <li>5. Assess muscular strength                 <ul style="list-style-type: none"> <li>a. push-ups</li> </ul> </li> <li>6. Assess muscular endurance                 <ul style="list-style-type: none"> <li>a. sit-ups</li> </ul> </li> <li>7. Assess flexibility                 <ul style="list-style-type: none"> <li>a. sit and reach</li> </ul> </li> <li>8. Determine body mass index</li> </ul> </li> <li>Complete student fitness</li> </ul> | <p style="text-align: center;">Post Assessment of Fitness (Use Health related fitness profile forms test 2)</p>   |
| <p><b>Cognitive</b></p> | <p style="color: red;">Identify proper warm-up techniques and reasons for using them</p> <ul style="list-style-type: none"> <li>1. Execute strategies, protocols, and rules</li> <li>2. Exhibit positive personal and social skills need ed to work with others and independently             <ul style="list-style-type: none"> <li>c. acceptance of the roles and decisions of officials</li> <li>d. acknowledgement of good play from an opponent during competition</li> </ul> </li> <li>3. Respond to challenges, successes, and failures in socially acceptable ways             <ul style="list-style-type: none"> <li>a. Execute strategies, protocols, and rules</li> <li>b. Exhibit positive personal and social skills needed</li> </ul> </li> </ul>   | <p>Portfolio development guidelines:</p> <ul style="list-style-type: none"> <li>1) short and long term goals</li> <li>2) describe each of the FITT principles and how their plan addresses each of the FITT principles,</li> </ul> <p>Written report<br/>Group discussion</p> |

## Physical Education I I Curriculum Map

|  |   |  |
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|  | <p style="text-align: center;">to work with others and independently</p> <ul style="list-style-type: none"> <li>c. Display proper care of table tennis equipment</li> <li>d. Explain how participating in table tennis can help one maintain a healthy lifestyle</li> </ul>   |  |
| <p><b>Affective</b></p>                            | <p>Work productively as a group member and contribute to the groups' success through a variety of noncompetitive duties, such as in the sport education model including, Sport education, Officiating, Coaching, etc</p> <p><b>Personal/ Social; Responsibilities</b></p> <p>Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings.</p> | <p style="text-align: center;"><b>Personal/ Social; Responsibilities</b></p> <p>Activity</p> <p>Students will self-evaluate their participation on their sport team based on guidelines.</p> <p>Areas included in the evaluation will be fair play, communication skills, and ability to work with diverse skill levels, fulfilling assigned roles, providing feedback to teammates appropriately, and demonstrating sportsmanship in both winning and losing game play.</p> |
| <p><b>Common Core Anchors</b><br/><b>CCSSM</b></p> | <p>Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.</p>   |  |

## Physical Education I | Curriculum Map

| Physical Education I   Curriculum Map |  |   |
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