

**CURRICULUM MAP
HIGH SCHOOL
PHYSICAL EDUCATION**

| Week 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | |
|--|---|--|---|---|
| <p><u>Conditioning</u> <u>Physical Fitness</u> <u>Test</u> Sit Ups Pull Ups Shuttle Run Sit/Reach Standing Long Jump Mile Run</p> <p><u>Ultimate Frisbee</u> History Equipment Safety Rules</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Throwing • Catching • Spacing <p><u>*Conditioning</u> <u>Physical Fitness</u> <u>Test</u> *Test are administered every week or two. Students are encouraged to improve times and numbers.</p> | <p><u>Softball</u> History Equipment Safety Rules <u>Skills</u> Batting Catching Throwing Positioning Offense Defense Scoring Tournament</p> <p><u>Soccer</u> History Equipment Safety Rules <u>Skills</u> Dribbling Passing Kicking Offense Defense Positioning Scoring Lead Up Games Tournament</p> | <p><u>Wiffleball</u> History Equipment Safety Rules <u>Skills</u> Batting Catching Throwing Positioning Offense Defense Scoring Tournament</p> <p><u>Roshie Ball</u> History Equipment Safety Rules <u>Skills</u> Batting Catching Throwing Positioning Offense Defense Scoring Tournament</p> <p><u>Frisbee Softball</u> Rules Safety Skills Throwing/Catching</p> | <p><u>Badminton</u> History Equipment Safety Rules Single/Doubles <u>Skills</u> Serving Hitting/Volleying Game Strategies Scoring Tournament</p> <p><u>Pickleball</u> History Equipment Safety Rules Single/Doubles <u>Skills</u> Serving Hitting/Volleying Game Strategies Scoring Tournament</p> <p><u>Corn Hole</u> History Equipment Safety Rules – Single/Doubles <u>Skills</u> Throwing Game Strategies Scoring</p> | <p><u>Table Tennis</u> History Equipment Safety Rules – Single/Doubles <u>Skills</u> Serving Passing Game Strategies Scoring Tournament</p> <p><u>ShuffleBoard</u> History Equipment Safety Rules – Single/Doubles <u>Skills</u> Tournament</p> <p><u>Matt Ball</u> Rules/Safety</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Kicking • Catching • Strategies • Throwing |

Activities vary from school to school depending upon equipment and weather.
Activities are in reverse order second semester.

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| Weeks 9-11 | Weeks 12-14 | Week 15-16 | Week 17-18 |
|---|---|---|---|
| <p><u>Volleyball</u> History Equipment Safety Rules <u>Skills</u> Passing Setting Hitting Blocking Serving Offense Defense Scoring Lead Up Games Tournament</p> <p><u>Yoga/Pilates</u> Rules/Safety</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Flexibility • Breathing • Strength • Toning • Body Composition | <p><u>Basketball</u> History Equipment Safety Rules <u>Skills</u> Dribbling Passing Shooting Offense Defense Lead Up Games Tournament</p> <p><u>Speed Ball</u> Rules/Safety</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Dribbling • Passing • Spacing • Shooting • Overhead Throw • Defensive/Offensive Strategies. | <p><u>Football</u> History Equipment Safety Rules <u>Skills</u> Throwing Catching Kicking Offense Defense Scoring Games</p> <p><u>Handball</u> Rules/Safety</p> <p><u>Skills</u> Throwing Strategies Catching</p> | <p><u>Dance</u> Square</p> <p><u>Physical Fitness Test Re-Take</u> Sit Ups Pull Ups Shuttle Run Sit/Reach Standing Long Jump Mile Run</p> |

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The following National Physical Education Standards are embedded throughout the semester.

Understands the benefits and costs associated with participation in physical activity.

Understands factors that impact the ability to participate in physical activity (e.g. type of activity, cost, availability facilities, equipment required, personnel involved)

Understands how various factors (e.g., age, gender race, ethnicity, socioeconomic status, and culture) affect physical activity preferences and participation.

Understands the potentially dangerous consequences and outcomes of participation in physical activity (e.g., physical injury, potential conflicts with others).

Uses a variety of basic and advanced movement form.

Uses advanced sport-specific skills in selected physical activities (e.g., aquatics, dance, outdoor pursuits, individual, dual, and team sports and activities)

Uses skills in complex rather than modified versions of physical activities (e.g., more players or participants, rules and strategies).

Understands the social and personal responsibility associated with participation in physical activity.

Uses leadership and follower roles, when appropriate, in accomplishing group goals in physical activities.

Works with others in a sport activity to achieve a common goal (e.g., winning a team championship).

Understands how participation in physical activity fosters awareness of diversity (e.g., cultural, ethnic, gender, physical).

Includes persons of diverse backgrounds and abilities in physical activity.

Uses movement concepts and principles in the development of motor skills.

Uses offensive and defensive strategies and appropriate rules for sports and other physical activities.

Knows how to monitor and adjust activity levels to meet personal fitness needs.

Understands how to maintain an active lifestyle throughout life.

Understands how to monitor and maintain a health-enhancing level of physical fitness.

Knows personal status of cardio-respiratory endurance.

Knows personal status of muscular strength and endurance of arms, shoulders, abdomen, back, and legs.

Knows personal status of flexibility of the joints of the arms, legs, and trunk.

10/1/2010

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