

Curriculum Map: Physical Education 9/12

Course: GIRL'S PE! Sub-topic: Uncategorized

Grade(s): 9 to 12

Course Description: Senior High School Physical Education (half-year 9 th , 10 th , 11 th , and 12 th .5cr)
The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

Unit: Organized Sports

Timeline: Week 1 to 9

Unit Description: Overall the unit is designed for lifetime fitness activities along with safety practices.

Unit Essential Questions: How can physical activity choices impact my life as an adolescent?
How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

Unit Big Ideas: [Safety impacts individual and community well-being.](#)
[Participation in physical activity impacts wellness throughout a lifetime.](#)

Unit Key Terminology & Definitions: Safety
Wellness
Sportsmanship
Cleanliness

STANDARDS: STANDARDS

STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)

- [10.3.9.A \(Advanced\)](#) Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places
- [10.3.9.C \(Advanced\)](#) Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- effective negotiation • assertive behavior
- [10.3.9.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during organized group activities.
- [10.4.9.B \(Advanced\)](#) Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- stress management • disease prevention • weight management
- [10.4.9.F \(Advanced\)](#) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

[10.5.9.C \(Advanced\)](#) Identify and apply practice strategies for skill improvement.

(* standards consolidated from Topic level)

Topic: Soccer

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.A \(Advanced\)](#) Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places

[10.4.9.F \(Advanced\)](#) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

Topic: Softball

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during organized group activities.

[10.5.9.C \(Advanced\)](#) Identify and apply practice strategies for skill improvement.

Topic: Colony Ball

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.C \(Advanced\)](#) Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation • assertive behavior

[10.4.9.B \(Advanced\)](#) Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

- stress management • disease prevention • weight management

Topic: Football

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.A \(Advanced\)](#) Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places

[10.4.9.F \(Advanced\)](#) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

Unit: Indoor Sports

Timeline: Week 10 to 18

Unit Description: Overall this unit is designed to promote physical activity and lifetime sports. Sportsmanship is also included.

Unit Essential Questions: How can physical activity choices impact my life as an adolescent?
How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

Unit Big Ideas: [Safety impacts individual and community well-being.](#)
[Participation in physical activity impacts wellness throughout a lifetime.](#)

Unit Key Terminology & Definitions: Wellness
Safety
Physical Activity

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.A \(Advanced\)](#) Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places

[10.3.9.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during organized group activities.

[10.4.9.A \(Advanced\)](#) Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

[10.4.9.F \(Advanced\)](#) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

[10.5.9.A \(Advanced\)](#) Describe and apply the components of skill-related fitness to movement performance.

- agility • balance • coordination • power • reaction time • speed

(* standards consolidated from Topic level)

Topic: Fitness Center

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during organized group activities.

[10.4.9.A \(Advanced\)](#) Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Topic: volleyball

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.D \(Advanced\)](#) Analyze the role of individual responsibility for safety during organized group activities.

[10.4.9.F \(Advanced\)](#) Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

Topic: whiffle ball

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.A \(Advanced\)](#)

Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) • violence prevention in school • self-protection in the home • self-protection in public places

[10.4.9.F \(Advanced\)](#)

Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

- group dynamics • social pressure

Topic: Colony Ball

Minutes for Topic: 44

STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[10.3.9.D \(Advanced\)](#)

Analyze the role of individual responsibility for safety during organized group activities.

[10.5.9.A \(Advanced\)](#)

Describe and apply the components of skill-related fitness to movement performance.

- agility • balance • coordination • power • reaction time • speed