

## High School Physical Education Scope & Sequence

Standard 1- The physically literate individual demonstrates competency in a variety of motor skills and movements.

Standard 2- The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4- The physically literate individual exhibits responsible personal and social behavior that respects self and others

Standard 5- The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Physical Education I

Skills Theme	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Net/Wall Suggested Activities * Badminton * Pickleball * Tennis * Table Tennis *	<b>Tactical Strategies</b> -Attack/Hit to open space -Defend space -Defend against attack -Set up attack by creating space on opponents'	Standard1, Standard 4, Standard 5 -Evaluate the use of net/wall games as a component in the development of lifetime fitness (Cognitive) -Competently perform skills inherent in selected activities (Psychomotor) -Combine skills necessary in selected Physical Education activities (Psychomotor) -Demonstrate the ability to critique their performance and	-Why is the development of hand/eye coordination essential to becoming proficient in these activities?? -How does body alignment help to ensure proper point of contact and accuracy? -How will different points of release affect trajectory? -After the point of contact, why is follow through necessary in acquiring accuracy? -What are some of the similarities and differences between the

<p>Volleyball</p> <p>* CCPS Fitness Assessment</p>	<p>side</p> <ul style="list-style-type: none"> <li>-Win the point</li> <li>- Communication between players</li> <li>-Restart play</li> </ul>	<p>make adjustments accordingly (Cognitive)</p> <ul style="list-style-type: none"> <li>-Demonstrate increased self-responsibility identifying personal goals and sportsmanship (Affective)</li> <li>-Categorize activities and exercises according to potential health and fitness benefits (Cognitive)</li> <li>-Demonstrate proficiency when performing the Net/Wall game activities (Psychomotor)</li> <li>-Apply the rules, strategies and techniques when participating in the various Net/Wall game activities (Psychomotor)</li> <li>-Demonstrate understanding of cognitive concepts through written evaluation (Cognitive)</li> </ul>	<p>various Net/Wall game activities?</p> <ul style="list-style-type: none"> <li>-Compare and contrast the differences between strategies in various Net/Wall game activities</li> <li>-How could Net/Wall games fit your life time fitness plan?</li> </ul>
<p>Target</p> <p>Suggested Activities</p> <p>* Archery</p> <p>* Bowling</p> <p>* Golf</p>	<p><b>Tactical Strategies</b></p> <ul style="list-style-type: none"> <li>-Aim and release projectile <ul style="list-style-type: none"> <li>a. Intended direction</li> <li>b. Intended</li> </ul> </li> </ul>	<p>Standard 1, Standard 4, Standard 5</p> <ul style="list-style-type: none"> <li>-Evaluate the use of target games as a component in the development of lifetime fitness (Cognitive)</li> <li>-Competently perform skills inherent in selected activities (Psychomotor)</li> <li>-Combine skills necessary in</li> </ul>	<ul style="list-style-type: none"> <li>-Why is the development of hand/eye coordination essential to becoming proficient in these activities?</li> <li>-How does body alignment help to ensure proper point of contact and accuracy?</li> <li>-How will different points of release affect trajectory?</li> <li>-After the point of contact, why is</li> </ul>

	<p>d distanc e</p> <p>-Adjust to environment</p> <p>a. Externa l factors</p> <p>-Adjust to accuracy</p> <p>a. Internal factors</p>	<p>selected Physical Education activities (Psychomotor)</p> <p>-Demonstrate the ability to critique their performance and make adjustments accordingly (Cognitive)</p> <p>-Demonstrate increased self-responsibility identifying personal goals and sportsmanship (Affective)</p> <p>-Categorize activities and exercises according to potential health and fitness benefits (Cognitive)</p> <p>-Demonstrate proficiency when performing the Target game activities (Psychomotor)</p> <p>-Apply the rules, strategies and techniques when participating in the various Target activities (Psychomotor)</p> <p>-Demonstrate understanding of cognitive concepts through written evaluation (Cognitive)</p>	<p>follow through necessary in acquiring accuracy?</p> <p>-What are some of the similarities and differences between the various Target game activities?</p> <p>-Compare and contrast the differences between strategies in various Target game activities</p> <p>-How could Target games fit your life time fitness plan?</p>
<p>Invasion Games</p> <p>Suggeste d Activities</p>	<p><b>Tactical Strategies</b></p> <p>-Attack/use/ create space</p> <p>-Defend space</p>	<p>Standard 1, Standard 2, Standard 4, Standard 5</p> <p>-Evaluate the use of Invasion games as a component in the development of lifetime fitness (Cognitive))</p>	<p>- Compare and contrast the differences between strategies in various Invasion activities</p> <p>-How could Invasion games fit your life time fitness plan?</p> <p>-Why is the development of skill</p>

<p>*Team Handball *Ultimate Frisbee *Football *Soccer *Basketball *Lacrosse *Rugby</p>	<p>-Maintain possession -Win/get possession -Attack the goal -Defend the goal - Communication between players</p>	<p>-Competently perform skills inherent in selected activities (Psychomotor) -Apply skills in short sided games (Psychomotor) -Demonstrate the ability to critique personal performance and make adjustments accordingly (Cognitive) -Demonstrate increased self-responsibility identifying personal goals and sportsmanship (Affective) -Categorize activities and exercises according to potential health and fitness benefits (Cognitive) -Demonstrate proficiency when performing Invasion game skills (Psychomotor) -Apply the rules, strategies and techniques when participating in the various Invasion activities (Psychomotor) -Demonstrate understanding of cognitive concepts and proper vocabulary through written evaluation (Cognitive)</p>	<p>related fitness components essential to becoming proficient in these activities? -Explain a strategy that made your team successful in scoring/defending/ball movement/creating open space. -How can you use space to your advantage in maintaining possession? -What happens to spacing if you do not move? How does that affect your teammates?</p>
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<p>Fitness Suggested Activities *Heart rate Lab *Fitness plan *Fitness activities *WOD *CCPS health and skill related fitness assessment</p>	<p>-Health and Skill related fitness components -FITT Principle -Heart Rate -Benefits of exercise -Lifetime fitness</p>	<p>Standard 1, Standard 3 -Develop and implement a personal fitness program that relates to lifetime wellness (Cognitive &amp; Psychomotor) -Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition (Cognitive) -Identify the benefits of having appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle (Cognitive) -Apply the data from their CCPS PE I portfolio (Psychomotor) -Set, evaluate &amp; modify individual fitness goals (Cognitive) -Compare local health clubs and activities offered (Cognitive) Demonstrates knowledge of basic weight training and fitness techniques (Psychomotor)</p>	<p>-Identify the various types of heart rates. -What components are essential to have as a part of your fitness plan? -What is the FITT principle? -What are the different ways to measure fitness levels? -Identify the benefits of being proficient in skill and health related fitness components. -Compare and contrast the difference between skill and health related fitness components. -Compare local health clubs and fitness opportunities offered in the community.</p>
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Team Sports

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
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<p>Team Sports</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> <li>* Team Handball</li> <li>* Ultimate Frisbee</li> <li>* Football Soccer</li> <li>* Basketball</li> <li>* Lacrosse</li> <li>* Rugby</li> <li>* Floor Hockey</li> <li>* Volleyball</li> <li>* WOD Journal</li> </ul>	<p><b>Tactical Strategies</b></p> <ul style="list-style-type: none"> <li>-Offense/Defense strategies</li> <li>-Off ball movement</li> <li>-Gain/Win/Maintain possession</li> <li>-Attack the goal</li> <li>-Defend the goal</li> <li>-Communication between teammates</li> <li>-Attack.use/create space</li> <li>-Defend space</li> </ul>	<p>Standard1, Standard 4, Standard 5</p> <ul style="list-style-type: none"> <li>-Evaluate the use of Invasion games as a component in the development of lifetime fitness (Cognitive)</li> <li>-Competently perform skills inherent in selected Sport activities (Psychomotor)</li> <li>-Combine skills necessary in selected Physical Education activities (Psychomotor)</li> <li>-Demonstrate the ability to critique personal performance and make adjustments accordingly (Cognitive)</li> <li>-Demonstrate increased self-responsibility identifying personal goals and sportsmanship (Affective)</li> <li>-Perform various roles in a sport setting (Psychomotor)</li> <li>-Demonstrate proficiency when performing Invasion game skills (Psychomotor)</li> <li>-Categorize activities and exercises according to potential health and fitness benefits (Cognitive)</li> <li>-Apply the rules, strategies and techniques when participating</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and contrast the differences between strategies in various team sport activities.</li> <li>-How can team sports fit in your life time fitness plan?</li> <li>-Why is the development of skill related fitness components essential to becoming proficient in Team sports?</li> <li>-How do you support the player with the ball when in an off-the-ball position?</li> <li>-What should off-the-ball players be doing in support of their teammate with the ball?</li> <li>-What happens to the spacing if you do not move? And what does that mean for your teammates?</li> <li>-How can you use space to your advantage in maintaining possession?</li> </ul>
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		<p>in the various Invasion games (Psychomotor)</p> <p>-Demonstrate understanding of cognitive concepts and proper vocabulary through written evaluation (Cognitive)</p>	
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### Individual/Dual Sports

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
<p>Indiv/ Dual Sports</p> <p>Suggested Activities</p> <p>* Archery</p> <p>* Badminton</p> <p>* Pickleball</p> <p>* Tennis</p> <p>* Table Tennis</p> <p>* Lawn Games</p> <p>* Fitness</p> <p>* Golf</p>	<p><b>General Concepts</b></p> <p>-Games rules and strategies</p> <p>- Sportsmanship</p> <p>-Safety</p> <p>-Lifelong activities</p> <p>-Health and Skill Related fitness components</p> <p><b>Striking and Fielding</b></p> <p>-Hit to open space</p> <p>-Defend</p>	<p>Standard1, Standard 2, Standard 4, Standard 5</p> <p>-Understand the development of net/target games as a component in the development of lifetime fitness (Cognitive)</p> <p>-Competently perform skills inherent in selected activities (Psychomotor)</p> <p>-Combine skills necessary in selected Physical Education activities (Psychomotor)</p> <p>-Demonstrate the ability to critique personal performance and make adjustments accordingly (Cognitive)</p> <p>-Demonstrate increased self-responsibility identifying personal goals and sportsmanship (Affective)</p>	<p>-Why is the development of skill related fitness components essential to becoming proficient in these activities?</p> <p>-How does body alignment help to ensure proper point of contact and accuracy?</p> <p>-How will different points of release affect trajectory?</p> <p>-What factors determine shot/stroke choice?</p> <p>-After the point of contact, why is follow through necessary in acquiring accuracy?</p> <p>-Compare and contrast the differences between strategies in various individual and dual game activities.</p> <p>-How could individual games fit in your life time fitness plan?</p>

<p>*Bowling * Cricket *Fencing *WOD Journal</p>	<p>space -Defend bases -Advance to next base -Move runner -Hit the projectile</p> <p>a. Intended direction b. Intended distance</p> <p><b>Net/Wall</b> -Attack/Hit to open space -Defend space -Defend against the attack -Set up attack by creating space on opponents' side -Win the</p>	<p>-Demonstrate proficiency when performing Net/Target game activities (Psychomotor) -Categorize activities and exercises according to potential health and fitness benefits (Cognitive) -Apply the rules, strategies and techniques when participating in the various Net/Target games (Psychomotor) -Demonstrate understanding of cognitive concepts through written evaluation (Cognitive)</p>	
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	<p>point</p> <ul style="list-style-type: none"> <li>- Communicati on between players</li> <li>-Restart play</li> </ul> <p><b>Target</b></p> <ul style="list-style-type: none"> <li>-Aim and release projectile <ul style="list-style-type: none"> <li>a. Intende d directio n</li> <li>b. Intende d distanc e</li> </ul> </li> <li>-Adjust to environment <ul style="list-style-type: none"> <li>a. Externa l factors</li> </ul> </li> <li>-Adjust for accuracy <ul style="list-style-type: none"> <li>a. Internal factors</li> </ul> </li> </ul>		
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Weight Training

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
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<p>Weight Training</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> <li>* 5 core lifts</li> <li>* Weight lifting</li> </ul> <p>Journal/Log</p> <ul style="list-style-type: none"> <li>* Personal weight lifting plan</li> <li>* Cross fit challenges</li> <li>* Spotting/technique</li> <li>* WOD Journal</li> </ul>	<p>-Health and Skill Related fitness components</p> <ul style="list-style-type: none"> <li>-FITT principles-</li> <li>progression, overload</li> <li>-Weight Training technique</li> <li>-Spotting</li> <li>-Safety</li> <li>-Muscles identification</li> <li>-Benefits of strength training</li> </ul>	<p>Standard1, Standard 3, Standard 4, Standard 5</p> <ul style="list-style-type: none"> <li>-Identify the muscles being used in the squat, bench, clean, deadlift and press (Cognitive)</li> <li>-Demonstrate the 5 essential elements of the 5 core lifts (Psychomotor)</li> <li>-Demonstrate proper lifting technique, spotting technique and use of weight training equipment (Psychomotor)</li> <li>-Self-evaluate, design and revise a plan for attainment of personal goals (Cognitive)</li> <li>-Maintain a daily workout training log (Cognitive)</li> <li>-Design strategies to encourage effective participation among students with diverse abilities (Cognitive)</li> <li>-Reset priority personal motivating factors for adhering to a physically active lifestyle(Cognitive)</li> <li>-Evaluate the effects of moderate to rigorous physical activity lifestyle (Cognitive)</li> <li>-Evaluate the components of the FITT guidelines to adjust levels of training (Cognitive)</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss how effort and motivation in a self-directed activity lead to attainment of a goal.</li> <li>-Evaluate the components of the FITT guidelines to adjust levels of training?</li> <li>-Explain the concept of overload and progression and specificity to strength training plans.</li> <li>-Explain how proper nutrition impacts physical well-being.</li> <li>-Explain the lifelong benefits of strength training.</li> <li>-Coach a partner in the proper lifting techniques.</li> </ul>
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		<ul style="list-style-type: none"> <li>-Design and defend a personal strength training plan to improve muscular strength and endurance (Cognitive)</li> <li>-Evaluate the value of strength training for lifelong health and fitness (Cognitive)</li> <li>-Identify between caloric intake and expenditure (Cognitive)</li> <li>-Identify motivating factors for adhering to a physically active lifestyle (Cognitive)</li> <li>-Discriminate between fitness products and programs that are not scientifically based (Cognitive)</li> <li>-Identify how diet and steroid supplements impact physical well-being (Cognitive)</li> </ul>	
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### Advanced Weight Training

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Advanced Weight Training Suggested	<ul style="list-style-type: none"> <li>-Nutrition</li> <li>-Bone structure and muscle mass</li> </ul>	Standard 1, Standard 3, Standard 4, Standard 5 <ul style="list-style-type: none"> <li>-Identify the muscles being used in the squat, bench, clean, deadlift and press (Cognitive)</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss how effort and motivation in a self-directed activity lead to attainment of a goal.</li> <li>-Discuss the pros and cons of</li> </ul>

<p>d Activities * 5 core lifts * In class competition * Weight lifting Journal/Log * Detailed Weight lifting personal plan * Cross fit challenges * WOD Journal</p>	<p>-Lifting competitions - Supplement s (Pros/Cons) -FITT principles- progression, overload -Lifting technique -Spotting -Safety -Muscles identification</p>	<p>-Explain the importance of bone structure and muscles (Cognitive) -Demonstrate the 5 essential elements of the 5 core lifts (Psychomotor) -Identify dietary practices for better training results (Cognitive) -Identify the dangers and benefits of dietary supplements (Cognitive) -Identify the rules and regulations of weight lifting challenges (Cognitive) -Apply weight lifting skill cues in a weight lifting challenge (Psychomotor) -Demonstrate proper lifting technique, spotting technique and use of weight training equipment (Psychomotor) -Self-evaluate, design and revise a plan for attainment of personal goals (Cognitive) -Maintain a daily workout training log (Cognitive) -Design strategies to encourage effective participation among students with diverse abilities (Cognitive)</p>	<p>dietary supplements. -Explain the rules and regulations of weight lifting competitions. -Evaluate the components of the FITT guidelines to adjust levels of training? -Identify lifelong benefits of strength training. -Explain the concept of overload and progression and specificity to strength training plans. -Explain how proper nutrition impacts physical well-being.</p>
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		<ul style="list-style-type: none"><li>-Identify personal motivating factors for adhering to a physically active lifestyle (Cognitive)</li><li>-Evaluate the effects of moderate to rigorous physical activity on the body system (Cognitive)</li><li>-Evaluate the components of the FITT guidelines to adjust levels of training (Cognitive)</li><li>-Design and defend a personal strength training plan to improve muscular strength and endurance (Cognitive)</li><li>-Evaluate the value of strength training for lifelong health and fitness (Cognitive)</li><li>-Differentiate between caloric intake and expenditure (Cognitive)</li><li>-Discriminate between fitness products and programs that are not scientifically based (Cognitive)</li><li>-Identify how diet and steroid supplements impact physical well-being (Cognitive)</li></ul>	
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Personal Fitness

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Personal Fitness Suggested Activities * Heart rate Lab * Fitness Plan * Fitness Activities -Yoga -Pilates -Step Aerobics - Kickboxing -Circuit Training -Aerobic Walking -Body Bars * WOD Journal	-Health Related fitness components -FITT principle -Weight Training -Heart Rate -Benefits of exercise -Lifetime fitness	Standard1, Standard 3, Standard 4, Standard 5 -Develop and implement a personal fitness program that relates to lifetime wellness (Cognitive & Psychomotor) -Incorporate technology using fitness apps, internet, and pedometer (Cognitive & Psychomotor) -Complete Personal Fitness portfolio (Cognitive) -Determine personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition (Cognitive) -Analyze the benefits of having appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthy lifestyle (Cognitive) -Analyze personal fitness levels through heart rate (Cognitive) -Accepts others' ideas, cultural diversity and body types by engaging in cooperative and	-Identify the various types of heart rates and what they represent.. -What components are essential to have as a part of your fitness plan? -What are the different ways to measure fitness levels?. -Identify the benefits of being proficient in health related fitness components.. -Compare and contrast the benefits from two different fitness apps. -How has the advancement of technology helped promote fitness? -How will your fitness plan develop throughout the different stages of life? -Compare local health clubs and fitness opportunities offered in the community.

		collaborative movement projects (Affective) -Utilize the data from their CCPS Personal Fitness Portfolio (Cognitive) -Set, evaluate and modify individual fitness goals for lifetime fitness (Cognitive) -Compare local health clubs and activities offered (Cognitive) -Demonstrates knowledge of basic weight training techniques (Cognitive) -Evaluate the benefits of exercise in relation to stress management (Cognitive)	
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### Barbell and Cross Fit Training

Course	Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Barbell and Cross Fit Training  Suggested Activities * 5 core lifts	-Health and Skill Related fitness components -FITT principle -Muscles identification -Benefits of strength	Standard1, Standard 3, Standard 4, Standard 5 -Develop and implement a personal fitness program that relates to lifetime wellness (Cognitive & Psychomotor) -Develop and implement technology using fitness apps, internet and pedometers (Cognitive & Psychomotor)	-Identify the various types of heart rates and how they impact personal fitness. -Coach a partner in the proper lift technique. -What components are essential to have as a part of your fitness plan? -What are the different ways to measure fitness levels?

<ul style="list-style-type: none"> <li>* Weight lifting Journal/Log</li> <li>* Personal weight lifting plan</li> <li>* Cross fit challenges</li> <li>* Spotting technique</li> <li>* WOD Journal</li> </ul>	<p>training</p> <ul style="list-style-type: none"> <li>-Weight lifting technique</li> </ul>	<ul style="list-style-type: none"> <li>-Document lift progression through lifting logs and/or journals (Cognitive)</li> <li>-Assess personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility and body composition (Cognitive)</li> <li>-Identify the benefits of having appropriate levels of cardiovascular endurance, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle (Cognitive)</li> <li>-Identify personal fitness levels through heart rate (Cognitive)</li> <li>-Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects (Affective)</li> <li>-Complete a heart rate fitness lab (Cognitive &amp; Psychomotor)</li> <li>-Set, evaluate and modify individual fitness goals for lifetime fitness (Cognitive)</li> <li>-Compare local health clubs and activities offered (Cognitive)</li> <li>-Demonstrates knowledge of basic weight training techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the benefits of being proficient in health related fitness components.</li> <li>-Compare and contrast the benefits from two different apps.</li> <li>- How has the advancement of technology helped promote fitness?</li> <li>-How will your fitness plan develop throughout the different stages of life?</li> <li>-Compare local health clubs and fitness opportunities offered in the community.</li> <li>-Explain lifelong benefits of strength training for women/girls..</li> </ul>
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		(Cognitive) -Identify the benefits of exercise in relation to stress management (Cognitive)	
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