

Map Report

Grade: 14 | **Subject:** 9 | **Quarter:** 1 | **Course:** n/a | **Parent Map:**

Map Title: High School PE

Unit Title: First Semester

(IN 2014) PE.9-10.LST.2.0

KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from science and technical texts using a variety of comprehension skills.

(IN 2014) PE.9-10.LST.6.2

Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

(IN 2014) PE.9-10.LST.2.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

(IN 2014) PE.9-10.LST.3.3

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

(IN 2014) PE.HS.10.1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

(IN 2014) PE.HS.10.2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

(IN 2014) PE.HS.10.3.3

Describe and demonstrate physical activities that contribute to the improvement of specific fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). Example: Explain and perform an activity that will achieve the specific fitness components (e.g., write and produce a two minute video identifying a specific muscle group and acting out some exercises that can be used to strengthen that set of muscles to show during the weekly school television announcements).

(IN 2014) PE.HS.10.5.6

Apply game rules accurately and fairly during physical activity. Example: Officiate an intramural, youth and/or

(IN 2014) PE.HS.10.6

Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

(IN 2014) PE.HS.9.1

Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed

community physical activity contest.

(IN 2014) PE.HS.9.2

Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

(IN 2014) PE.HS.9.4.2

Identify and evaluate personal physiological responses to exercise. Example: Monitor body responses before, during, and after exercise by checking and recording measurements for heart rate, exertion, and recovery time (e.g., use heart rate monitor to measure body response to exercise).

to perform a variety of physical activities.

(IN 2014) PE.HS.9.6.2

Express feelings of satisfaction and enjoyment as a result of participating in regular physical activity. Example: Express emotions and release energy and/or stress by participating in a challenging game of tennis.

(IN 2014) PE.HS.9.1.3

Model or teach mature motor skills and movement patterns to another student. Example: Instruct a peer how to perform a proficient badminton serve.

(IN 2014) PE.HS.9.4.3

Identify basic principles of exercise, nutrition, and chemical substances and their effects on physical performance. Example: Investigate the prevalence of performance enhancing drugs (artificial means to improve physical abilities) on athletes and summarize the harmful impact to the individual and society; create a power point of the harmful effects to present to a class.

(IN 2014) PE.HS.9.3.4

Participate regularly in lifetime physical activities, with consideration of frequency, duration, and intensity, that contribute to improved physical fitness and wellness. Example: Run, walk, or bicycle for an accumulated 60 minutes per day six days per week to achieve an age-specific and gender-specific exercise heart rate.

(IN 2014) PE.HS.9.5.6

Apply game rules accurately and fairly during activity. Example: Self-officiate a game of pickleball with a classmate in an agreeable manner.

(IN 2017) PE.HSL1.1.1.A

Demonstrates competency in activity-specific movement skill in two or more lifetime activities such as outdoor pursuits, individual performance activities, aquatics, net/wall games or target games.

(IN 2017) PE.HSL1.3.1.B

Demonstrates muscular strength and muscular endurance exercises effectively (isometric, concentric, eccentric), such as using resistance bands, body weight, free weights, and resistance-training machines for personal fitness development.

(IN 2017) PE.HSL1.3.1.D

Designs and implements a fitness program, including all components of health-related fitness.

(IN 2017) PE.HSL1.3.2.C

Investigates activities that can be pursued in the local environment (such as health clubs, recreational leagues, indoor/outdoor trails, community centers).

(IN 2017) PE.HSL1.4.4.A

Both demonstrates and applies best practices for participating safely in physical activity and exercise (such as injury

(IN 2017) PE.HSL1.5.1.C

Identifies opportunities for social interaction in a self-selected physical activity.

prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

(IN 2017) PE.HSL1.5.2.A
Participates in a self-selected physical activity for self-expression and enjoyment.

(IN 2017) PE.HSL2.1.3.A
Improves on activity-specific skill in one or more activities (such as group exercise, circuit training, resistance training, Yoga, Pilates, martial arts, running, aquatics).

Applicable Weeks:

3

Overview:

I. Soccer

II. Ultimate Football

III. Matball

IV. Softball

V. Tennis

VI. Hockey

VII. Badminton

VIII. PickleBall

IX. Spikeball

X. Handball

XI. Capture the Football

XII. Bowling

Big Idea:

Essential Questions:

Learning Activities:

Jog to Warm-Up

Dynamic Stretching

Push-ups

Planks

Explanation of current sport and rules

Practice current sport

Play game or tournament depending on sport

Vocabulary:

Student Objectives:

Unit Learning Objectives

I. a. Be able to understand the basic rules of soccer well enough to play a game on your own

b. Be able to demonstrate the basic skills of soccer

II. a. Be able to understand the basic rules of ultimate football well enough to play a game on your own

b. Be able to demonstrate the basic skills of ultimate football

III. a. Be able to understand the basic rules of matball well enough to play a game on your own

b. Be able to demonstrate the basic skills of matball

IV. a. Be able to understand the basic rules of softball well enough to play a game on your own

b. Be able to demonstrate the basic skills of softball

V. a. Be able to understand the basic rules of tennis well enough to play a game on your own

b. Be able to demonstrate the basic skills of tennis

VI. a. Be able to understand the basic rules of hockey well enough to play a game on your own

b. Be able to demonstrate the basic skills of hockey

VII. a. Be able to understand the basic rules of badminton well enough to play a game on your own

b. Be able to demonstrate the basic skills of badminton

VIII. a. Be able to understand the basic rules of pickleball well enough to play a game on your own

b. Be able to demonstrate the basic skills of pickleball

IX. a. Be able to understand the basic rules of spikeball well enough to play a game on your own

b. Be able to demonstrate the basic skills of spikeball

X. a. Be able to understand the basic rules of handball well enough to play a game on your own

b. Be able to demonstrate the basic skills of handball

XI. a. Be able to understand the basic rules of capture the football well enough to play a game on your own

b. Be able to demonstrate the basic skills of capture the football

XII. a. Be able to understand the basic rules of bowling well enough to play a game on your own

b. Be able to demonstrate the basic skills of bowling

Resources Used:

Assessments Used:

Informal Observation

Written test

Reflections:

Comments:

Attached Files:

There are no files attached to this map.