

# Map Report

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

**Map Title:** High School PE Weights

**Unit Title:**

**(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.10.1.1**

Perform and analyze activity-specific skills in individual, dual, and team physical activities. Example: Demonstrate and analyze a sport skill for maximum effectiveness and efficiency (e.g., determine the best technique for performing the power clean in weight lifting).

**(IN 2014) PE.HS.10.2.1**

Apply previously learned strategies and tactics to advanced physical activities. Example: Develop and execute appropriate game strategies to offset the opponent's strategies in a game of badminton.

**(IN 2014) PE.HS.10.5.1**

Demonstrate safe and appropriate use and care of equipment and facilities. Example: Coordinate pool safety checks as a component of a lifeguarding class.

**(IN 2014) PE.HS.10.6.1**

Promote positive mental and emotional aspects of participation in a variety of physical activities. Example: Advocate for opportunities to participate in physical activities before and/or after the school day as a way to keep students connected to positive role models and peers (e.g., intramurals, open gym, advanced physical education classes).

**(IN 2014) PE.HS.10.2.2**

Analyze and evaluate information about complex motor skills that lead to improved physical performance. Example: Design a plan for improved performance after analyzing the biomechanical principles of several sport skills (e.g., view a DVD of an intermediate swimmer performing the butterfly stroke, analyze, and recommend skill component corrections for stroke improvement) and explain how that performance maximizes those principles.

**(IN 2014) PE.HS.10.1.3**

Model or teach mature motor skills and movement patterns to other students. Example: Peer instruct several students how to serve a volleyball proficiently.

**(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.10.1.4**

Perform specific skills at a difficult performance level. Example: Rescue a drowning victim, in a simulated situation, using proper lifeguard procedures; run a 5K race after training for six weeks; play in a 3 on 3 basketball tournament with friends.

**(IN 2014) PE.HS.10.3.4**

Participate regularly in lifetime physical activities (minimum accumulated total of 60 minutes of moderate intensity activity most days of the week) that contribute to improved physical fitness and wellness. Example: Perform and document the recommended number of minutes of moderate to vigorous physical activity outside of physical education class on six days during the week.

**(IN 2014) PE.HS.10.4**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

**(IN 2014) PE.HS.10.5.5**

Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation. Example: Volunteer for a health-related/special needs physical activity event in the community.

**(IN 2014) PE.HS.9.1**

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.9.2.1**

Apply previously learned strategies and tactics in the performance of selected physical activities. Example: Participate in physical activities (e.g., martial arts, table tennis, team handball) using appropriate tactical decisions (a plan of action to advance a purpose or gain an advantage).

**(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.9.1.3**

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.9.3.3**

Participate in physical activities that contribute to the improvement of specific health-related physical fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition). Example: Perform selected physical activities that enhance flexibility (e.g., stretching, stretch bands, partner stretching, resistance exercises

**(IN 2014) PE.HS.9.4**

Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

**(IN 2017) PE.HSL1.2.1.A**

Applies the terminology associated with exercise and participation in individual-performance activities (such as dance, net/wall games, target games and/or outdoor pursuits appropriately).

**(IN 2017) PE.HSL1.2.1.C**

Develops a practice plan to improve performance for a required or self-selected skill.

**(IN 2017) PE.HSL1.3.1.B**

Demonstrates muscular strength and muscular endurance exercises effectively (isometric,

through the full range of motion).

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.C**  
Demonstrates flexibility exercises (static, dynamic, proprioceptive neuromuscular facilitation (PNF) 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.B**  
Evaluates risks and safety factors that might affect physical preferences throughout the lifespan.

**(IN 2017) PE.HSL1.4.2.A**  
Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.

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

### **Applicable Weeks:**

### **Overview:**

I. Flexibility

II. Cardio

III. Strength training

VI. Speed and agility

V. Workout development

### **Big Idea:**

Students will learn proper mechanics and knowledge to be athletes. They will also learn how to live a much healthier lifestyle for the rest of their life.

### **Essential Questions:**

### **Learning Activities:**

I. Flexibility

II. Cardio

III. Strength training

VI. Speed and agility

V. Workout development

**Vocabulary:**

**Student Objectives:**

I. Be able to understand the how to properly warm the body up for workouts

II. Demonstrate proper mechanics for lifts

III. Create their own workout

**Resources Used:**

**Assessments Used:**

Assessment 1: informal teacher observation.

Assessment 2: Personal Fitness Plan Reflection Each student will evaluate the results of their Personal Fitness Plan after the teacherspecified duration has been completed. Students will reflect on their personal nutrition and exercise practices, and how their actions contributed toward their progress. Students will measure and record their current performance levels by maxing out core lifts and then write a reflection

**Reflections:**

**Comments:**

Attached Files:

*There are no files attached to this map.*