

## **Moon Area School District Curriculum Map**

**Course: Partners in PE**

**Grade Level: 9-12**

**Content Area:**

**Frequency: Half-Year Course**

### **Big Ideas**

1. Health concepts are essential for wellness and a health-enhancing lifestyle.
2. Community well-being is dependent upon a balance of personal and social responsibility
3. Safety impacts individual and community well-being
4. Participation in physical activity impacts wellness throughout a lifetime
5. Quality lifelong movement is based on scientific concepts/principles.

### **Essential Questions**

6. How can physical activity choices impact my life as an adolescent?
7. How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?
8. How can you improve the quality of complex movements?
9. How does the application of scientific principles impact complex movements?
10. What types of strategies would you use to be successful in a complex game situation?
11. What criteria will you use to determine if your health behaviors are responsible now and in the future?
12. Why do people choose the physical activities they participate in over a lifetime?
13. How can participation in physical activity enhance MY life?
14. How can you enhance the quality of movement for lifelong participation in physical activity?
15. How do scientific principles, biomechanical principles and practice strategies influence movement forms?
16. How can the choices you make today, influence your future health and happiness?

### **Primary Resource(s) & Technology:**

Microsoft Teams, Student Laptops/iPads

### **Pennsylvania and/or focus standards referenced at:**

[www.pdesas.org](http://www.pdesas.org)  
[www.education.pa.gov](http://www.education.pa.gov)

Big Ideas/ EQs	Focus Standard (s)	Assessed Competencies (Key content and skills)	Timeline
1,2,3,4,5,6,7,8,9,11,13,14,15,16	10.4.9.C 10.4.9.D 10.4.9.E 10.4.9.F	<p><b>Fitness Unit</b></p> <p>Fitness Testing - Pre and Post Assessment</p> <ul style="list-style-type: none"> <li>• Evaluate physical activity preferences, responses of body’s systems and activities that support life-long fitness and activity goals.</li> <li>• Describe the health-related and skill-related components.</li> <li>• Brockport Model Pre and Post Testing</li> <li>• Goal Setting</li> </ul> <p>Fitness Activities – Fitness stations, yoga, running, and walking</p> <ul style="list-style-type: none"> <li>• Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.</li> <li>• Describe the health-related and skill-related components</li> <li>• Identify and measure Resting Heart Rates and Target Heart Rate Zones during fitness activities.</li> <li>• Demonstrates strategies for managing stress such as deep breathing, guided visualizations, and yoga.</li> <li>• Peer Partner models positive behaviors and demonstrates positive interactions with classmates.</li> <li>• Peer Partner demonstrates leadership skills by providing opportunities for success and positive feedback to improve performance.</li> <li>• Peer Partner demonstrates leadership skills by designing and implementing warm up activities, fitness stations, and sport skill activities.</li> </ul>	2 x week = 36 days
1,3,4,5,6,7,8,10,12,13,14,15	10.4.9.C 10.4.9.D 10.4.9.E 10.4.9.F	<p><b>Team Sports – Volleyball, Handball, Basketball, Angleball, Football, Soccer, Hockey, Wiffleball</b></p> <ul style="list-style-type: none"> <li>• Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</li> <li>• Apply scientific principles and practice strategies to improve the quality of complex movements.</li> <li>• Apply safety rules and procedures during game play</li> <li>• Executes offensive and defensive tactics during game play.</li> <li>• Exhibits social responsibility by cooperating with and supporting classmates, demonstrates inclusive behaviors.</li> </ul>	10 day units/9 weeks

		<ul style="list-style-type: none"> <li>• Peer Partner models positive behaviors and demonstrates positive interactions with classmates.</li> <li>• Peer Partner demonstrates leadership skills by providing successful opportunities and positive feedback to improve performance.</li> <li>• Peer Partner demonstrates leadership skills by designing and implementing warm up activities, fitness stations, and sport skill activities.</li> </ul>	
1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16	10.3.9.A 10.4.9.A 10.5.9.A 10.5.9.C 10.5.9.E 10.5.9.F 9.1.12.B	<p><b>Individual Sports, Bocce, Bowling, Frisbee Golf, Miniature Golf, Track and Field</b></p> <ul style="list-style-type: none"> <li>• Apply skill-related fitness components and activity specific movement skills in games.</li> <li>• Demonstrate health -related fitness components specific to the game.</li> <li>• Apply proper terminology and game rules during game play</li> <li>• Exhibit teamwork, safety and positive communication skills during play</li> <li>• Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</li> <li>• Apply scientific principles and practice strategies to improve the quality of complex movements activities, fitness stations, and sport skill activities.</li> <li>• Exhibits social responsibility by cooperating with and supporting classmates, demonstrates inclusive behaviors.</li> </ul>	10 days
3,4,5,6,8,9,12,13,15	10.5.9.A 10.5.9.B 10.5.9.C 10.5.9.D 10.5.9.E 10.5.9.F	<p><b>Racquet Sports- Tennis, Badminton, Pickleball, Table Tennis</b></p> <ul style="list-style-type: none"> <li>• Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</li> <li>• Executes underhand serves and overhead striking patterns during game play</li> <li>• Apply safety rules and procedures during game play</li> <li>• Exhibits social responsibility by cooperating with and supporting classmates, demonstrates inclusive behaviors</li> <li>• Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.</li> <li>• Peer Partner models positive behaviors and demonstrates positive interactions with classmates</li> </ul>	20 days

		<ul style="list-style-type: none"><li>• Peer Partner demonstrates leadership skills by providing successful opportunities and positive feedback to improve performance.</li><li>• Peer Partner demonstrates leadership skills by designing and implementing warm up activities, fitness stations, and sport skill activities.</li></ul>	
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