

High School Physical Education Curriculum Map

4.PL-H-PS: Psychomotor Skills (Physical Education)

Big Idea:

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Pacing	Enduring Knowledge – Psychomotor Skills		I Can’s & Vocabulary	Literacy Standards
	Understandings	NASPE		
2	PL-H-PS-U-1: movement concepts, principles, strategies and tactics apply to the learning and performance of physical activities.	1, 2	I can apply movement concepts to learning and performance of physical activities	CCSSELA-Literacy 9-10.3
2	PL-H-PS-U-2: motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable.	1, 2	I can develop motor skills to perform a variety of physical activities	CCSSELA-Literacy 9-10.3
2	PL-H-PS-U-3: basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills.	1, 2	I can refine the basic and advanced skills and tactics to develop specialized skills	CCSSELA-Literacy 9-10.3
Pacing	Skills and Concepts – Psychomotor Skills		I Can’s & Vocabulary	Literacy Standards
	Skills	NASPE		
2	PL-H-PS-S-1: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.	2	I can identify and describe the principles that apply to movement skills in physical activities	CCSSELA-Literacy 9-10.3
2	PL-H-PS-S-2: analyze the contribution mechanical principles have in improving movement performance.	2	I can analyze the mechanical principles in movement performance	CCSSELA-Literacy 9-10.3
2	PL-H-PS-S-3: explain how successful performance is impacted by physical, intellectual and emotional behaviors.	2	I can explain how performance is impacted by physical, intellectual, and emotional behaviors	CCSSELA-Literacy 9-10.3
2	PL-H-PS-S-4: provide examples of how basic technical skills can help	2	I can describe basic technical skills that can help overcome physical	CCSSELA-Literacy 9-10.4

	overcome certain physical limitations (e.g., height, muscle development).		limitations	
1	PL-H-PS-S-5: recognize physical activity as an opportunity for positive social and group interaction.	5	I can recognize physical activity as a positive social and group interaction	CCSSELA-Literacy 9-10.3
2	PL-H-PS-S-6: explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities.	2	I can explain the role of the body in performance skills is sports and other physical activities	CCSSELA Literacy 9-10.4
3	PL-H-PS-S-7: evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances.	2	I can evaluate specialized movements to detect and correct errors in performances	CCSSELA-Literacy 9-10.3

5.PL-H-LPW: Lifetime Physical Wellness (Physical Education)

Big Idea:

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.

3.2 Students demonstrate the ability to maintain a healthy lifestyle.

3.7 Students demonstrate the ability to learn on one's own.

4.2 Students use productive team membership skills.

Pacing	Enduring Knowledge – Lifetime Physical Wellness		I Can's & Vocabulary	Literacy Standards
	Understandings	NASPE		
1	PL-H-LPW-U-1: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.	5	I can recognize that competitive physical activities provide opportunities for different interactions	CCSSELA-Literacy 9-10.3
1	PL-H-LPW-U-2: regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.	5	I can recognize that regular participation in physical activities has benefits	CCSSELA-Literacy 9-10.3
1	PL-H-LPW-U-3: techniques, strategies and practice are important for improving performance of sport skills.	2	I can identify strategies that are important for improving performance of sport skills	CCSSELA-Literacy 9-10.3
2	PL-H-LPW-U-4: adhering to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.	5	I can adhere to the rules and procedures that promote positive behavior in sports and physical activities	CCSSELA-Literacy 9-10.3
1	PL-H-LPW-U-5: basic components of fitness impacts lifetime physical wellness.	4	I can describe how the components of fitness impacts lifetime physical wellness	CCSSELA Literacy 9-10.1
1	PL-H-LPW-U-6: principles and techniques are used to improve/maintain physical fitness levels throughout life.	4	I can recognize the techniques and principles that are used to maintain fitness throughout life	CCSSELA Literacy 9-10.1

	PL-H-LPW-U-7: an individual needs a personal plan for achieving and maintaining fitness goals.	3, 4		
Pacing	Skills and Concepts – Lifetime Physical Wellness		I Can's & Vocabulary	Literacy Standards
	Skills and Concepts	NASPE		
1	PL-H-LPW-S-1: design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities.	3, 4	I can design and implement a personal plan that includes challenging and enjoyable activities	CCSSELA-Literacy 9-10.3
1	PL-H-LPW-S-2: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.	5	I can evaluate the benefits from regular physical activities as it relates to quality of life	CCSSELA Literacy 9-10.1
1	PL-H-LPW-S-3: analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development.	2	I can analyze the relationship between the effort, persistence, practice and improvement as they relate to skill development	CCSSELA-Literacy 9-10.3
1	PL-H-LPW-S-4: evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback).	2	I can evaluate the impact of techniques used to improve motor skills	CCSSELA Literacy 9-10.4
1	PL-H-LPW-S-5: participate regularly in physical activity.	3	I can participate regularly in physical activity	CCSSELA-Literacy 9-10.3
3	PL-H-LPW-S-6: when participating in a variety of physical activities, sports and games: <ul style="list-style-type: none"> ❖ PL-H-LPW-S-6.a: identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) ❖ PL-H-LPW-S-6.b: analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution ❖ PL-H-LPW-S-6.c: develop and compare effectiveness of game strategies for offensive and defensive play 	5	I can identify the rules of behavior and fair play. I can analyze the value of sportsmanship. I can develop and compare game strategies for offensive and defensive play.	CCSSELA-Literacy 9-10.3

10	PL-H-LPW-S-7: design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)	3, 4	I can design a personal fitness plan.	CCSSELA- Literacy 9-10.3
8	PL-H-LPW-S-8: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance).	4, 5	I can compare and contrast lifetime activities that improve the components of fitness	CCSSELA Literacy 9-10.1
4	PL-H-LPW-S-9: explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise.	4	I can explain how the systems of the body respond to exercise	CCSSELA Literacy 9-10.1
2	PL-H-LPW-S-10: analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity.	4, 5	I can analyze and explain the relationships between caloric intake and caloric expenditure	CCSSELA Literacy 9-10.1