

**CURRICULUM MAP**  
**COURSE – PE IV**  
**GRADE – 12**

MARKING PERIOD	ESSENTIAL QUESTIONS	CONTENT	SKILLS	ASSESSMENT	STANDARDS
1	How does one's body composition affect overall wellness	Body Composition	-define body composition and understand the implications of body composition on wellness -determine personal body composition -discuss good sports nutrition -record and evaluate personal diet	-project worksheet -written test -diet record -evaluation of diet and exercise	<b>HE.9-12.2.6.12.A.3</b> - [Cumulative Progress Indicator] - Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
2	How does one take responsibility for maintaining personal fitness?	Personal Training	-evaluate personal fitness using test scores throughout high school -set fitness goals -design, implement, and evaluate a personal fitness program	-project worksheet -written test -evaluation of the success of student's fitness program	<b>HE.9-12.</b> - [Content Statement] - Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. <b>HE.9-12.2.6.12.A.2</b> - [Cumulative Progress Indicator] - Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.
3	How can one adapt any sport or game to enhance enjoyment?	Recreational Games	-write modified rules for any game that will enhance safety and enjoyment -create a new recreational game -present new game to	-project worksheet -written test -rule change demonstration -game demonstration	<b>HE.9-12.2.5.12.C.2</b> - [Cumulative Progress Indicator] - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment

			class		
ALL	How do you realize age-appropriate fitness?	Fitness Activities	<ul style="list-style-type: none"> <li>-evaluate personal fitness</li> <li>-design a personal fitness plan including warm-up; muscular fitness activities; cardio activities; flexibility; and cool down</li> </ul>	<ul style="list-style-type: none"> <li>-personal fitness log</li> <li>-fitness testing</li> <li>-leading class fitness activities</li> <li>-written testing regarding fitness concepts</li> <li>-skills tests</li> <li>-class preparation and participation</li> <li>-teacher observation of correct exercise technique</li> </ul>	<p><b>HE.9-12.2.6.12.A.2</b> - [Cumulative Progress Indicator] - Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals.</p> <p><b>HE.9-12.2.6.12.A.4</b> - [Cumulative Progress Indicator] - Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>
ALL	How does effective and appropriate movement affect wellness?	Individual and Dual Sports AND Team Sports	<ul style="list-style-type: none"> <li>-Perform skills of various sports using correct technique</li> <li>-Use a variety of techniques to improve sport/team psychology</li> <li>-Transfer movement concepts from one sport to another</li> <li>-Play the using the rules of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>-written tests on skills, rules, strategies</li> <li>-process based skills tests</li> <li>-class preparation and participation</li> <li>-teacher observation of correct play</li> </ul>	<p><b>HE.9-12.2.2.12.C.1</b> - [Cumulative Progress Indicator] - Analyze the impact of competition on personal character development.</p> <p><b>HE.9-12.2.5.12.A.1</b> - [Cumulative Progress Indicator] - Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p><b>HE.9-12.2.5.12.A.2</b> - [Cumulative Progress Indicator] - Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p><b>HE.9-12.2.5.12.A.4</b> - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p><b>HE.9-12.2.5.12.B.1</b> - [Cumulative Progress Indicator] - Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p><b>HE.9-12.2.5.12.B.2</b> - [Cumulative Progress Indicator] - Apply a variety of mental strategies to</p>

					improve performance. <b>HE.9-12.2.5.12.C.2</b> - [Cumulative Progress Indicator] - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
3	What effect can dance have in developing mental and physical wellness?	Dance	-hearing the downbeat to start any dance -knowledge and performance of dance steps -creation of a dance	-dance combinations physical test -creation of group dance -leading group dance	<b>HE.9-12.2.5.12.A.3</b> - [Cumulative Progress Indicator] - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). <b>HE.9-12.2.5.12.A.4</b> - [Cumulative Progress Indicator] - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.