

## Curriculum Framework for Physical Education

School: First State Military Academy    Curricular Tool: DDOE Model Units<sup>1</sup>    Grade: 9-12    Teacher: \_\_\_\_\_

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<b>Unit One: Introduction to Physical Education and Army PT</b> <b>Timeline : 2 weeks</b>			
<b>Standard 5</b> – Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Stretching and warming the muscles prevents injury.  Physical activity is part of a healthy lifestyle.  There are rules for physical activity.  There are routines in PT that promote the healthy maintenance of the corps.	<b>Essential Questions:</b> What are the personal and social behavioral expectations in physical activity settings?  How will PT differ from traditional Physical Education courses?  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• Students will identify the expectations for PT class.</li> <li>• Students will compare and contrast previous Physical Fitness courses with the expectations of Army PT.</li> </ul>	<b>Suggested Formative Assessments:</b> Teacher observation  <b>Suggested Summative Assessments:</b> Exit Slip Demonstration of routines.
<b>Unit Two: Fitnessgram Pre-Testing</b> <b>Timeline: 1 week</b>			
<b>Standard 4</b> – Achieves and maintains a health-enhancing level of physical fitness.  <b>Standard 6</b> - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical	Fitness is a personal choice.  Participation in physical fitness contributes to a healthy lifestyle.	<b>Essential Questions:</b> Why is physical fitness good for you?  How does maintaining a strict physical fitness regimen assist in lifelong health?  <b>Learning Targets:</b>	<b>Suggested Formative Assessments:</b> Teacher Observation  <b>Suggested Summative Assessments:</b> Student test scores entered into the fitnessgram program

<sup>1</sup> Once First State Military receives its charter and is admitted into the JROTC program, the Physical Education curriculum map will be revised slightly to reflect the addition of the rigorous standards and objective of Army PT. These standards and objectives are not currently available.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
activity.		<ul style="list-style-type: none"> <li>explain how to improve physical fitness</li> <li>create a list of activities that builds fitness</li> <li>explain the benefits of physical activity/physical education.</li> </ul>	
<b>Unit Three: Components of Fitness</b> <b>Timeline: 4 weeks</b>			
<p><b>Standard 3</b> – Participates in regularly in physical activity</p> <p><b>Standard 6</b> – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Fitness concepts (Flexibility, Cardiovascular endurance, Muscular Strength, Muscular Endurance, and Agility)</p> <p>Fitness components promote a healthy lifestyle</p> <p>Physical Fitness contributes to quality of life.</p> <p>Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction</p>	<p><b>Essential Questions:</b> What can I do to be physically active throughout my life?</p> <p>What personal meanings do I find through participation in physical activity?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Know and identify fitness concepts</li> <li>Identify health benefits of physical fitness</li> <li>Demonstrate stretching to target specified target muscle groups</li> <li>Define agility</li> <li>Demonstrate knowledge of and calculate body composition</li> <li>Participate in goal setting</li> </ul>	<p><b>Suggested Formative Assessments:</b> Teacher Observation Class discussion</p> <p><b>Suggested Summative Assessments:</b> Exit Slip Graphing Worksheets Transfer task</p>
<b>Unit Four: Team Building</b> <b>Timeline: 6 weeks</b>			
<p><b>Standard 5</b> – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Fit for life.</p> <p>There are personal and social behavioral expectations in physical settings.</p>	<p><b>Essential Questions:</b> What are personal and social behavioral expectations in physical settings?</p>	<p><b>Suggested Formative Assessments:</b> Teacher observations</p> <p><b>Suggested Summative Assessments:</b> Journaling of the debriefing questions</p>

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	<p>Physical activity performed safely prevents injuries</p> <p>Resolving conflict in a physical activity setting leads to a more enjoyable experience</p> <p>Leadership skills to complete tasks with a group</p> <p>Trust is an integral part of building relationships</p>	<p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to other peoples ideas</li> <li>• Effectively resolve conflicts during activities</li> <li>• Demonstrate self-control</li> <li>• Trust and depend on teammates</li> </ul>	<p>Challenge Worksheet</p> <p>Student check sheet for presenting</p> <p>Transfer task</p>
<p><b>Unit Five: Team Drills</b> <b>Timeline: 6 weeks</b></p>			
<p><b>Standard 1</b> – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><b>Standard 2</b> – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><b>Standard 6</b> – Creates opportunities for health, enjoyment, challenge, self expression, and/or social interaction through physical activity.</p>	<p>Performing skills in a technically accurate manner promotes safety in physical activity.</p> <p>Effective offensive and defensive strategies are necessary for game situations.</p> <p>Movements can be analyzed for correction.</p> <p>Having knowledge of performance skills provides the foundation for being able to participate in game play.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do I make motor skills and physical activity and integral part of my life?</p> <p>What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Perform movement skills in a technically correct manner</li> <li>• Create a fitness routine that supports wellness</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Teacher observation</p> <p><b><u>Suggested Summative Assessments:</u></b></p> <p>Skills worksheet</p> <p>Written test of rules and regulations</p> <p>Various worksheets</p> <p>Transfer task</p>

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<b>Unit Six: For the Strength of the Corps</b> <b>Timeline: 6 weeks</b>			
<p><b>Standard 1-</b> Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2-</b> Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><b>Standard 5 –</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Movements can be analyzed for correction.</p> <p>Performing skills in a technically accurate manner promotes safety in physical activity.</p> <p>In team situations, the team is only as strong as its’ “weakest link.”</p>	<p><b><u>Essential Questions:</u></b>            What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity where there is a reliance among members of the team?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify personal goals for improving team performance.</li> <li>• Demonstrate effective carry out of PT routines necessary for the success of the team.</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b>            Observation</p> <p><b><u>Suggested Summative Assessments:</u></b>            Performance tasks</p>
<b>Unit Seven: Fitnessgram Testing</b> <b>Timeline: 1 week</b>			
<p><b>Standard 4 –</b> Achieves and maintains a health-enhancing level of physical fitness.</p> <p><b>Standard 6 -</b> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Fitness is a personal choice.</p> <p>Participation in fitness contributes to enjoyment.</p> <p>Physical activity contributes to overall wellness.</p>	<p><b><u>Essential Questions:</u></b>            Why is physical fitness good for you?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the health benefits of physical activity</li> <li>• Explain strategies for improving overall wellness</li> <li>• Create a list of activities that builds fitness</li> <li>• Explain the benefits of physical activity/physical education</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b>            Observation</p> <p><b><u>Suggested Summative Assessments:</u></b>            Student test scores entered into the fitnessgram program</p>

