

## Southern Cayuga Central School District – Curriculum Map

**Subject: Physical Education Grades 7- 12**

**School Year: 2021-2022**

This curriculum map represents a significant change in PE Units, which are subject to change based upon fluctuations in: availability of classrooms (ie: weight room, gym, locker rooms, weather, etc.), safety parameters (including students not being able to change for PE classes, and restrictions in intensity, and distancing guidelines specific to heightened physical activity). There is a shift toward **all** students in grades 7-12 focusing on lifetime activities and mental health and wellness; this part of the curriculum is traditionally a focus for 11<sup>th</sup> and 12<sup>th</sup> graders.

Students who are quarantined will be required to turn in fitness logs for each assigned PE class, according to their A/C or B/D schedule\*.

The goals of our PE curriculum this year focus on: physical wellness, emotional wellness, and the connection between them for establishing and maintaining a healthy lifestyle.

	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p><b>Exercise Walking</b></p> <p>Standard 1 - Personal Health and Fitness</p> <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Standard 2 - A Safe and Healthy Environment</p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3 - Resource Management</p> <p>Students will understand and be able to manage their personal and community resources.</p>	<p>How can walking help me to establish and maintain physical and mental wellness?</p> <p>What strategies and resources can I use to maintain an active lifestyle?</p>	<p>Walk and talk</p> <p>Building endurance</p> <p>Fitness apps including how “calories burned” is calculated</p> <p>SEL</p>	<p>NA</p>	<p>September</p>

<p><b>Golf</b></p> <p>Standard 1 - Personal Health and Fitness</p> <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Standard 2 - A Safe and Healthy Environment</p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Standard 3 - Resource Management</p> <p>Students will understand and be able to manage their personal and community resources.</p>	<p>What are the rules, skills, and game strategies involved in golf?</p> <p>How does etiquette and sportsmanship affect game play?</p> <p>How does participation in golf improve physical fitness?</p> <p><b>Vocabulary:</b></p> <table border="0"> <tr> <td><b>Tier 2</b></td> <td><b>Tier 3</b></td> </tr> <tr> <td>Analyze</td> <td>Swing</td> </tr> <tr> <td>Delineate</td> <td>Fore</td> </tr> <tr> <td>Distinguish</td> <td>Away</td> </tr> <tr> <td>Evaluate</td> <td>Putt</td> </tr> <tr> <td>Formulate</td> <td>Fairway</td> </tr> <tr> <td>Hinder</td> <td>Divot</td> </tr> <tr> <td>Objective</td> <td>Par</td> </tr> <tr> <td>Reciprocal</td> <td></td> </tr> <tr> <td>Specify</td> <td></td> </tr> <tr> <td>Succinct</td> <td></td> </tr> <tr> <td>Support</td> <td></td> </tr> <tr> <td>Transition</td> <td></td> </tr> </table>	<b>Tier 2</b>	<b>Tier 3</b>	Analyze	Swing	Delineate	Fore	Distinguish	Away	Evaluate	Putt	Formulate	Fairway	Hinder	Divot	Objective	Par	Reciprocal		Specify		Succinct		Support		Transition		<p>Safety</p> <p>Golf Swing</p> <p>Putting</p> <p>Golf Awareness</p> <p>Chipping</p> <p>Scoring</p> <p>Terminology</p> <p><b>Activities:</b></p> <p>Chipping</p> <p>Frisbee golf</p> <p>Putting (mini golf course)</p>	<p>Teacher Observation</p> <p>Peer Review</p> <p>Peer Performance Check</p> <p>Self-Reflections</p> <p>Performance Assessment:</p> <ul style="list-style-type: none"> <li>Participation</li> <li>Safety</li> <li>Gross Motor Ability / Skill</li> <li>Attitude</li> <li>Cognitive Awareness</li> </ul>	<p>September – October</p> <p>6 Lessons</p>
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<p><b>Tennis</b></p> <p>Standard 1 - Personal Health and Fitness</p> <p>Standard 2 - A Safe and Healthy Environment</p> <p>Standard 3 - Resource Management</p>	<p>What are the rules, skills, and game strategies involved in tennis?</p> <p>How does teamwork and sportsmanship affect game play?</p> <p>How do tennis skills relate to other racket sports?</p> <p>How does participation in tennis improve physical fitness?</p> <p><b>Vocabulary:</b></p> <table border="0"> <tr> <td><b>Tier 2</b></td> <td><b>Tier 3</b></td> </tr> <tr> <td>Analyze</td> <td>Ace</td> </tr> <tr> <td>Delineate</td> <td>Advantage</td> </tr> <tr> <td>Distinguish</td> <td>Ad-Court</td> </tr> <tr> <td>Evaluate</td> <td>Backspin</td> </tr> <tr> <td>Formulate</td> <td>Break</td> </tr> <tr> <td>Hinder</td> <td>Break Point</td> </tr> <tr> <td>Objective</td> <td>Cross-Court</td> </tr> <tr> <td>Reciprocal</td> <td>Deep</td> </tr> <tr> <td>Specify</td> <td>Deuce</td> </tr> <tr> <td>Succinct</td> <td>Doubles</td> </tr> <tr> <td>Support</td> <td></td> </tr> <tr> <td>Transition</td> <td></td> </tr> </table>	<b>Tier 2</b>	<b>Tier 3</b>	Analyze	Ace	Delineate	Advantage	Distinguish	Ad-Court	Evaluate	Backspin	Formulate	Break	Hinder	Break Point	Objective	Cross-Court	Reciprocal	Deep	Specify	Deuce	Succinct	Doubles	Support		Transition		<p>Foot work</p> <p>Grip</p> <p>Volley</p> <p>Forehand</p> <p>Backhand</p> <p>Serving</p> <p>Overhead</p> <p>Positioning</p> <p>Anticipation</p> <p><b>Activities:</b></p> <p>Up game</p> <p>Tournaments</p>	<p>Teacher Observation</p> <p>Peer Review</p> <p>Peer Performance Check</p> <p>Self-Reflections</p> <p>Performance Assessment:</p> <ul style="list-style-type: none"> <li>Participation</li> <li>Safety</li> <li>Gross Motor Ability / Skill</li> <li>Attitude</li> <li>Cognitive Awareness</li> </ul>	<p>October – November</p> <p>7 lessons</p>
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<p><b>Archery</b></p> <p>Standard 1 - Personal Health and Fitness</p> <p>Standard 2 - A Safe and Healthy Environment</p> <p>Standard 3 - Resource Management</p>	<p>What are the rules, skills, and game strategies involved in archery?</p> <p>How does sportsmanship affect game play?</p>	<p>d</p>		<p>October – November</p> <p>3 – 5 lessons</p>																										

	<p>How does participation in archery improve physical fitness?</p> <p><b>Vocabulary</b></p> <p><b>Tier 2    Tier 3</b></p> <p>aim        anchor point  release    arrow rest  stance     draw  target     draw length                dry firing                full draw                nock point                release                quiver</p>			
<p><b>Fitness</b></p> <p>Standard 1 - Personal Health and Fitness</p> <p>Standard 2 - A Safe and Healthy Environment</p> <p>Standard 3 - Resource Management</p>	<p>What strategies and resources can I use to maintain an active lifestyle?</p> <p>How can I use the principles of training in developing my fitness plan?</p> <p>What training strategies can I use to improve /maintain each health related component of fitness?</p> <p>How do my nutritional choices affect my fitness goals?</p>	<p>Safety</p> <p>Personalized program</p> <p>Access of community resources</p> <p><b>Activities:</b></p>	<p>Fitness Logs</p>	<p>Ongoing</p>

	<p>What are the necessary steps in designing an effective health and fitness plan?</p> <p><b>Vocabulary:</b></p> <table border="0"> <tr> <td><b>Tier 2</b></td> <td><b>Tier 3</b></td> </tr> <tr> <td>Analyze</td> <td>Sedentary</td> </tr> <tr> <td>Delineate</td> <td>Aerobic</td> </tr> <tr> <td>Distinguish</td> <td>Anaerobic</td> </tr> <tr> <td>Evaluate</td> <td>Progression</td> </tr> <tr> <td>Formulate</td> <td>Warm-Up</td> </tr> <tr> <td>Hinder</td> <td>Cool-Down</td> </tr> <tr> <td>Objective</td> <td>Heart Rate</td> </tr> <tr> <td>Reciprocal</td> <td>Overexertion</td> </tr> <tr> <td>Specify</td> <td>Strain</td> </tr> <tr> <td>Succinct</td> <td>Sprains</td> </tr> <tr> <td>Support</td> <td></td> </tr> <tr> <td>Transition</td> <td></td> </tr> </table>	<b>Tier 2</b>	<b>Tier 3</b>	Analyze	Sedentary	Delineate	Aerobic	Distinguish	Anaerobic	Evaluate	Progression	Formulate	Warm-Up	Hinder	Cool-Down	Objective	Heart Rate	Reciprocal	Overexertion	Specify	Strain	Succinct	Sprains	Support		Transition				
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<p><b>Snow shoeing (weather permitting)</b></p>				<p>2-3 lessons</p>																										

Lessons will be added and/or modified as needed.