

WSD Curriculum Map  
PE 2

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| <b>Course Title</b><br><i>Clarification: This is the name of the course as it would appear in the program of studies.</i>                                                                                                   | Physical Education 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Author                                                                                                                                                                                                                      | Sue Messier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Statement of Outcome</b><br><i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i> | PE 2 will develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical exercise. Winooski High School graduates will be able to evaluate their own physical fitness, set goals, and use their knowledge and skills to maintain a healthy and active lifestyle. A combination of classroom instruction and active participation provide students with the necessary knowledge to assess movement skills, apply advanced game strategies, set fitness goals, and carry out personalized fitness programs. Students will participate in several forms of moderate to vigorous physical exercise, and learn to effectively apply complex motor skills, and identify health and skill fitness components required for success in each type of movement. This course prepares students to complete the Wellbeing GX Capstone. Students will engage in reflection on the connection between their physical health, social-emotional health, and knowledge of the human body. Students will gather evidence of their development to share growth in all dimensions of personal wellbeing. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Unit Name &amp; Timeframe</b><br><i>Clarification: What is the name of your unit? Approximately how long will it last?</i>                                                                                               | <b>Personal Fitness/Weight Room/ Health Fitness Unit</b><br>*This unit runs throughout the entire PE 2 class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Invasion Games (typically soccer, team handball, ultimate, and floor hockey)</b><br>*Length of units depend on class size, weather, time of day the class is held, the length of the class time, and class schedule (A-B or everyday)                                                                                                                                                                                                                                                                                                                                                     | <b>Lifetime Activities (typically golf, orienteering, and archery)</b><br>*Length of units depend on class size, weather, time of day the class is held, the length of the class time, and class schedule (A-B or everyday)                                                                                                                                                                                                                                                                                                                                                                  | <b>Net/Wall Games (typically volleyball and badminton)</b><br>*Length of units depend on class size, weather, time of day the class is held, the length of the class time, and class schedule (A-B or everyday)                                                                                                                                                                                                                                                                                                                                                                              | <b>Target Games (typically softball, wiffleball, and disc golf)</b><br>*Length of units depend on class size, weather, time of day the class is held, the length of the class time, and class schedule (A-B or everyday)                                                                                                                                                                                                                                                                                                                                                                     | <b>Choice Activity Time</b><br>*First 15 minutes of every class                                                                                                                                                                                                                                                                                                                                                       |
| <b>Topic(s) and driving question.</b><br><i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>                                  | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>ACTIVITY KNOWLEDGE</b><br>The physically literate individual demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>APPLIES TERMINOLOGY</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance<br><b>HEALTH</b><br>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others. | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>APPLIES TERMINOLOGY</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance<br><b>HEALTH</b><br>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others. | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>APPLIES TERMINOLOGY</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance<br><b>HEALTH</b><br>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others. | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>APPLIES TERMINOLOGY</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance<br><b>HEALTH</b><br>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others. | <b>What did I try, what can I do, and what do I understand, what have I learned?</b><br><br><b>HEALTH</b><br>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.<br><b>PARTICIPATION</b><br>The physically literate individual exhibits responsible personal and social behavior that respects self and others. |
| <b>GX Focus</b><br><i>Clarification: This is the GX's you plan to pay particular attention to.</i>                                                                                                                          | Wellbeing:<br>Self-Awareness, Evidence of Growth, and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Wellbeing:<br>Self-Awareness, Evidence of Growth, and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wellbeing:<br>Self-Awareness, Evidence of Growth, and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wellbeing:<br>Self-Awareness, Evidence of Growth, and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wellbeing:<br>Self-Awareness, Evidence of Growth, and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Wellbeing:<br>Self-Awareness and Evidence of Growth                                                                                                                                                                                                                                                                                                                                                                   |
| <b>GP- Content Indicators</b>                                                                                                                                                                                               | PH.FK.11.6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | PH.ST.9-10.IG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PH.ST.9-10.LA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PH.ST.9-10.NW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PH.ST.9-10.TG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | S5.H2 Challenge                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <p>Clarification: These are the <i>performance indicators you will teach, assess and report on.</i></p>                                                                                                                   | <p>S3.H7 Fitness knowledge<br/>Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p> <p>S3.H5 Physical activity knowledge<br/>Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> | <p>S2.H5b Movement concepts, principles and knowledge<br/>Uses strategies and tactics effectively during game play (invasion games).</p> <p>PH.H.9-10.IG<br/>5.H1b Health<br/>Analyzes the health benefits of physical activity (invasion games).</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> | <p>S2.H5c Movement concepts, principles and knowledge<br/>Uses strategies and tactics effectively during game play (lifetime activities).</p> <p>PH.H.9-10.LA<br/>5.H1c Health<br/>Analyzes the health benefits of physical activity (lifetime activities).</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> | <p>S2.H5a Movement concepts, principles and knowledge<br/>Uses strategies and tactics effectively during game play (net/wall games).</p> <p>PH.H.9-10.NW<br/>S5.H1a Health<br/>Analyzes the health benefits of physical activity (net/wall games).</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> | <p>S2.H5d Movement concepts, principles and knowledge<br/>Uses strategies and tactics effectively during game play (target games).</p> <p>PH.H.9-10.TG<br/>5.H1d Health<br/>Analyzes the health benefits of physical activity (target games).</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> | <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p> <p>PH.P.9-10.2<br/>S4.H2 and H5b<br/>Participation/respect/safety<br/>Engages in moderate to vigorous physical activity, and exhibits proper respect for others and teamwork during physical activity. Applies best practices for participating safely in physical activity (e.g., proper clothing, use of equipment, following rules, and injury prevention).</p> |
| <p><b>Summative Assessment</b><br/><b>Clarification:</b> <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i></p> | <p>*SMART Goal - students set fitness goals for their workouts in the weight room, and reflect on their attainment of those goals.</p> <p>*Wellbeing Website - students will:<br/>1) reflect on what they learned about their physical, social and emotional strengths and weaknesses<br/>2) reflect on what they have tried to do to improve their physical, social and emotional health<br/>3) reflect on the connection between their physical, social and emotional growth by writing about an event in their life that affected all 3 elements of wellbeing.</p>                                                                                                                                                                                                                                 | <p>*Performance Assessment<br/>*Written Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>*Performance Assessment<br/>*Written Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>*Performance Assessment<br/>*Written Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>*Performance Assessment<br/>*Written Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>*Verbal Performance Assessment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Link to Unit</b><br/><i>Clarification:<br/>This is the link to your unit plan.</i></p>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |