

## Curriculum Map

Month	NY Standard(s)	Concepts (Unit/ Theme)	Student Objectives The student will... (TSW)	Essential Questions	Assessments	Vocabulary	Equipment
Sept./ Oct./ Nov.	<p><b>1. Personal Health &amp; Fitness:</b> Students will have the necessary knowledge &amp; skills to establish &amp; maintain physical fitness, participate in physical activity &amp; maintain personal health</p> <p><b>2. A Safe &amp; Healthy Environment:</b> Students will acquire the knowledge &amp; ability necessary to create &amp; maintain a safe &amp; healthy environment.</p> <p><b>3. Resource Management</b> Students will understand &amp; be able to manage their personal &amp; community resources</p>	SOCCER	<p><b>Physical –</b></p> <ul style="list-style-type: none"> <li>- dribble a ball under control with proper technique</li> <li>- pass the ball, using his/her inside or outside part of foot, to a teammate 10 yds away</li> <li>- trap the ball using proper technique</li> <li>- use the instep of the foot to properly demonstrate the skill of shooting and passing</li> <li>- perform the skill of throw-ins with proper techniques</li> <li>- demonstrate the proper skills and techniques through participation in the games</li> </ul> <p><b>Cognitive –</b></p> <ul style="list-style-type: none"> <li>- demonstrate his/her knowledge of the rules, terminology and strategies while participating in games and by taking a written test</li> <li>- be able to analyze and correct mistakes</li> <li>- be able to identify the positions of a soccer team and their proper alignment</li> <li>- be able to understand the responsibility of each position of the soccer team</li> <li>- be able to understand the safety factors involved in soccer</li> </ul> <p><b>Life Skills –</b></p> <ul style="list-style-type: none"> <li>- exhibit safe behavior</li> <li>- show his/her appreciation of the game by participating in drills &amp; games</li> <li>- exhibit good sportsmanship</li> </ul>	<p>1. What offensive strategies could you execute to provide your team a better chance to score?</p> <p>2. Defensively, how would you solve the situation when faced with a 2 on 1 break away?</p> <p>3. What teamwork skills that you learn in soccer can you utilize in other areas of your schoolwork?</p> <p>4. Where in the community could you continue to play soccer after your high school years?</p> <p>5. What are the safety factors associated with drilling and playing soccer?</p>	<p>1. Written tests</p> <p>2. Self-Evaluations (Formative)</p> <p>3. Life Skills Evaluations</p> <p>4. Physical Skill Assessments</p>	<p>Offside</p> <p>Handball</p> <p>Illegal contact</p> <p>Obstruction</p> <p>Unsportsmanlike conduct</p> <p>Direct kick</p> <p>Indirect kick</p> <p>Penalty kick</p> <p>Goal kick</p> <p>Corner kick</p> <p>Kickoff</p>	<p>Soccer Balls</p> <p>Scrimmage Vests</p> <p>Cones</p>

Reflection: \_\_\_\_\_

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Sept./ Oct./ Nov.	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	FOOTBALL	<b>Physical-</b> -center to a quarterback using the proper techniques from a distance of 5 yards -pass a football ten yards using proper grip and technique -catch the football thrown from at least 10 yards -punt the football using proper technique -demonstrate 3 different pass patterns - demonstrate the proper skills and techniques through participation in the game  <b>Cognitive –</b> - demonstrate his/her knowledge of the rules, terminology and strategies while participating in games and by taking a written test - be able to analyze and correct mistakes -be able to understand the safety factors involved in football  <b>Life Skills –</b> - exhibit safe behavior - show his/her appreciation of the game by participating in drills and games - exhibit good sportsmanship	1. What offensive strategy would a receiver use to increase the probability of a reception?  2. What offensive strategy would a quarterback use to find an open receiver?  3. What are some defensive strategies that could be incorporated to prevent your opponent from scoring?  4. Where in the community could you continue to play football after your high school years?  5. What are the safety factors associated with drilling and playing football?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Fumble Line of Scrimmage Blocking Down Free Blocking Zone Kickoff Touchdown Field Goal Safety Point After Touchdown	Footballs -youth -regulation Kicking Tees Scrimmage Vests Cones Flags (optional)

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Sept./ Apr./ May/ June	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	TENNIS	<b>Physical-</b> - be able to demonstrate the forehand and backhand ground strokes and grips - be able to demonstrate the ready position - be able to demonstrate the serve - be able to demonstrate the forehand and backhand volley, lob, and smash - be able to display proper strategy by placement of various shots  <b>Cognitive-</b> - exhibit their knowledge of rules, terminology, and strategies while participating in games and by taking a written test - be able to analyze and correct physical mistakes - be able to demonstrate the scoring system by saying the score prior to each point -be able to understand the safety factors involved in tennis  <b>Life Skills-</b> - exhibit safe behavior - show their appreciation of the game by actively participating in drills and games - demonstrate good sportsmanship - be able to exhibit responsible personal and social behavior	1. When playing doubles, where should the ball be hit to give your team the best chance to score a point?  2. When would each of the following hits be used: - forehand - backhand - smash - lob -volley?  3. Why would the serve technique need to be varied on a second serve as opposed to the first serve?  4. Where in Jefferson County are there tennis courts available for public use?  5. What are the safety factors associated with drilling and playing tennis?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Ground stroke - Forehand - Backhand Volley Love Let Rally Fault Double Fault Line Back court Front court Alley Deuce Ad-In Ad-Out Lob Smash	Rackets Balls Tennis courts Nets

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Nov./ Dec./ Jan./ Feb.	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	VOLLEY-BALL	<b>Physical-</b> - be able to perform the underhand serve - be able to perform the over hand serve - be able to demonstrate bump and set pass - be able to demonstrate blocking and spiking (grades 11-12)  <b>Cognitive-</b> - exhibit their knowledge of rules, terminology, and strategy while participating in games and by taking a written test - be able to analyze and correct physical mistakes -be able to understand the safety factors involved in volleyball  <b>Life skills-</b> - exhibit safe behavior - show their appreciation for the game by actively participating in drills and games - be able to exhibit responsible personal and social behavior	1. What are the 3 successive hits that should be used in order to have the best opportunity to score a point?  2. How would the defensive players be positioned to defend a spike/free ball?  3. Where in the community could you continue to play volleyball after your high school years?  4. What are the safety factors associated with drilling and playing volleyball?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Foul Point Rally scoring Side out Spiking Deuce game Blocking Set Bump Game Double foul Match Simultaneous hit	Poles Nets Volleyballs

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Sept./ Oct./ Nov./ Dec./ Jan./ Feb./ Mar./ Apr./ May/ June	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	FITNESS/ STRENGTH TRAINING	<b>Physical-</b> - be able to use the weight room equipment safely and properly - be able to display proper spotting techniques - be able to take their pulse - while at rest - during workout - during recovery phase - be able to warm up and cool down  <b>Cognitive-</b> - be able to develop an individualized specific workout plan to target one or more of the 5 fitness components - be able to calculate their target heart rate - be able to keep records properly -be able to understand the safety factors involved in fitness/strength training  <b>Life skills-</b> - be able to use all the equipment safely - to exhibit responsible personal and social behavior -demonstrate safe behavior	1. What must one do to improve their strength and/or their endurance?  2. How could someone vary the parts of their workout in order to target the various fitness components?  3. How can being physically fit benefit you in other areas of your life?  4. What are the physical and social benefits of participating in physical activity?  5. Where in the community could you continue to fitness train after your high school years?  6. What are the safety factors associated with fitness/strength training?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments 5. Pre and Post Fitness Test	Repetition Set Overload Fitness Components -Muscular Strength -Muscular Endurance -Cardiovascular -Flexibility -Body Composition Warm up Cool down Frequency Intensity Time	Weight room Equipment Track Sit and Reach Box Pull Up Bar Curl Up Strips CD Player FitnessGram CD

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Apr./ May/ June	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	LACROSSE	<b>Physical-</b> - exhibit the proper techniques of cradling, passing, catching, shooting and scooping in a game situation - demonstrate offensive and defensive strategies in a game  <b>Cognitive-</b> - exhibit their knowledge of rules, terminology, and strategy while participating in games and by taking a written test - be able to analyze and correct skill mistakes -be able to understand the safety factors involved in lacrosse  <b>Life skills-</b> - demonstrate safe behavior - demonstrate responsible personal and social behavior	1. How would one use the skills learned in lacrosse to give their team an advantage?  2. What are some offensive strategies that could be employed to create positive scoring chances?  3. What defensive strategies could be used in class, without stick or body checking, to inhibit your opponents scoring chances?  4. Where in the community could you continue to play lacrosse after your high school years?  5. What are the safety factors associated with drilling and playing lacrosse?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Cradling Scooping Personal foul Technical Foul Crease Face off Goalie Defense Midfield Attack Illegal body check Slashing Cross check Offsides Clear Ride Dodge	Safety glasses Sticks Lacrosse Balls Goals Cones Jump Ropes (for creases)

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Nov./ Dec./ Jan./ Feb./ Mar.	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	BASKET-BALL	<b>Physical-</b> - demonstrate the proper techniques of dribbling, chest and bounce pass, layups and shooting in a game situation - demonstrate offensive and defensive strategies in a game  <b>Cognitive-</b> - exhibit their knowledge of rules, terminology, and strategy while participating in games and by taking a written test - be able to analyze and correct skill mistakes -be able to understand the safety factors involved in basketball  <b>Life skills-</b> - demonstrate safe behavior - demonstrate responsible personal and social behavior	1. What strategies are employed in the game of basketball that would be different based on whether the game is 1 on 1, 2 on 2, 3 on 3, 4 on 4, or 5 on 5?  2. What are some other basketball related games that could be used to increase or maintain physical fitness levels?  3. From a strategic standpoint, what would change when utilizing girls' basketball rules as opposed to those of the boys' game?  4. Where in the community could you continue to play basketball after your high school years?  5. What are the safety factors associated with drilling and playing basketball?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Dribble Chest pass Bounce pass Lay ups Shooting Travel Double dribble Carry 3 second violation Backcourt violation Fouls Triple threat position Assist Turnover Press	Basketballs Basketball hoops Basketball courts Scrimmage vests

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Dec./ Mar	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	SELF DEFENSE	<b>Physical-</b> - be able to demonstrate self defense techniques, which will enable him/her to cope with a wide variety of attack situations - be able to demonstrate a variety of kicks that could be used to help defend themselves  <b>Cognitive-</b> -the student will be able to list the location and describe how to take advantage of the vulnerable body parts, to temporarily incapacitate the attacker and escape -the student will be able to describe the non-contact methods of self defense -the student will be able to describe how to avoid potential problems -the student will be able to demonstrate his/her knowledge of the rules and strategies of self defense by taking a written test -be able to understand the safety factors involved in self defense  <b>Life skills-</b> - demonstrate safe behavior - demonstrate responsible personal and social behavior - show his/her appreciation for self defense by actively participating in the unit - exhibit good sportsmanship	1. What is the advantage of getting into a T-Stance?  2. What are key points to remember when being attacked?  3. What are some non-contact methods of self defense?  4. What are some everyday things you could carry with you to defend yourself?  5. What would differentiate as to when to use a hard technique as opposed to a soft technique?  6. Where in the community could you continue to participate in martial arts after your high school years?  7. What are the safety factors associated with martial arts?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	First line of defense Element of surprise T stance Soft technique Hard technique Willing partner Tap out Front Kick Roundhouse Kick Back Kick	Floor mats Push backs  (Wooden guns and knives)

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Apr./ May/ June	1. Personal Health and Fitness 2. A Safe and Healthy Environment 3. Resource Management	SOFTBALL	<b>Physical-</b> - be able to throw, catch, and hit a ball using the proper techniques - be able to field a ground ball and a pop fly using the proper techniques - be able to demonstrate the skills and knowledge through participation in the game  <b>Cognitive-</b> - demonstrate his/her knowledge of the rules, terminology and strategies of the game by taking a written test - be able to analyze and correct mistakes - be able to identify the positions of a softball team and their proper alignment - be able to understand the responsibility of each position of the softball team -be able to understand the safety factors involved in softball  <b>Life skills-</b> - demonstrate safe behavior - demonstrate responsible personal and social behavior - show his/her appreciation for the game by participating in drills and games	1. What are some offensive strategies that could be used to advance base runners?  2. What are some defensive strategies that could be used to execute a double play?  3. Where in the community could you continue to play softball after your high school years?  4. What are the safety factors associated with drilling and playing softball?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Run Inning Out Strike Ball Strike Out Walk/Base on Balls Base Hit Single Double Triple Home Run Hit By Pitch	Bats Softballs Softball Gloves Bases

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Jan./ Feb.	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	TUMBLING	<b>Physical-</b> - be able to benefit in the areas of strength, endurance, agility, flexibility, balance, speed, and power through the learning of movements - be able to correctly perform and name a variety of stunts in a routine - be able to correctly spot all the stunts  <b>Cognitive-</b> - be able to identify on a written test the name of a stunt - be able to analyze and correct skill mistakes -be able to understand the safety factors involved in tumbling  <b>Life skills-</b> - demonstrate safe behavior - demonstrate responsible personal and social behavior -be able to display confidence in routines	1. What strategies are necessary to prevent injury when performing tumbling stunts?  2. What strategies are required to have continuity when putting stunts together in a routine?  3. Where in the community could you continue to participate in gymnastics after your high school years?  4. What are the safety factors associated with gymnastics?	1. Written tests 2. Self-Evaluations (Formative) 3. Life Skills Evaluations 4. Physical Skill Assessments	Spotter Stunt Routine Hitchkick Snap down	Mats

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Grades 7-12 Subject: Physical Education  
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Sept./ Oct./ Nov./ Dec./ Jan./ Feb./ Mar./ Apr./ May/ June	1. Personal Health & Fitness  2. A Safe & Healthy Environment  3. Resource Management	MISC GAMES  -Ultimate Frisbee -Flickerball -Floor Hockey -Kickball	<b>Physical-</b> -demonstrate a high level of skill -combine individual skills in a variety of game situations -demonstrate proper strategy -demonstrate offensive and defensive roles in a variety of game situations  <b>Cognitive-</b> - demonstrate his/her knowledge of the rules in a variety of games -demonstrates his/her understanding of strategies and terminology while participating in games - be able to analyze and correct mistakes -be able to understand the safety factors  <b>Life skills-</b> - be able to use all the equipment safely - to exhibit responsible personal and social behavior -demonstrate safe behavior -show his/her appreciation of each game	1. What offensive strategies could you execute to provide your team a better chance to win?  2. What teamwork skills that you learn in miscellaneous games can you utilize in other sports/games?  4. Where in the community could you continue to play games after your high school years?  5. What are the safety factors associated with drilling and playing games?	1. Physical Skill Assessments 2. Life Skills Evaluations	End zone Throw off  High stick Face off Checking Penalty  Bases Tagging up Out Run Foul ball	Frisbees  Football  Floor hockey sticks Floor hockey ball Goals  Kickball Bases  Scrimmage vests

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Grades 7-12 Subject: Physical Education  
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Nov./ Dec./ Jan./ Feb./ Mar./ Apr./ May	3. Resource Management  CCLS: - RH1 - WHST 2a - WHST 2f - WHST 4 - WHST 6 - WHST 9	EXTENDED TASK PROJECTS (Literacy/ Fitness)	-demonstrate in writing his/her knowledge of fitness/wellness in order to meet NY Learning Standard 3.	1. What are the five fitness components?  2. What fitness activities can a person do to target each of the five fitness components?	Rubric - Content - Idea Development - Organization - Writing Conventions	Muscular Strength Muscular Endurance Cardiovascular Body Composition Flexibility	Computers Magazines

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