

# Physical Education – Grade 11 Curriculum Map

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<p><b>Health and Fitness unit</b></p> <p><b>1. How can we learn to exercise in a manner that improves our fitness levels?</b></p> <p><b>2. How can we learn skills to maintain physical fitness and health throughout our lifetime?</b></p>	<p><b>8-10 weeks</b></p>	<p>Components of fitness Body composition Cardiovascular Endurance muscular strength Flexibility Competency of movement Rules, biomechanical principles, and problem-solving Team sports, Net sports, Fitness activities, Fitness training, Project adventure, Individual sports, Life-long recreational, Mental Emotional Health</p> <p>Pre and post Fitnessgram Standards of Fitnessgram Healthy fitness zone Personal test scores Personal strengths and weaknesses Results of Fitnessgram Post Fitnessgram scores/ Goals Personal objectives Maintains and improves physical fitness a. Specificity b. Progression c. Overload d. Sets e. Repetition f. Variety Personal fitness plan Push-up Curl-up Sit and Reach Pacer Test Height and Weight Body Composition</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a> Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a> <a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p><b>In class- formative assessments- pre fitness test (push ups, resistance bands)</b></p> <p><b>Muscle charts – assessments for different exercises.</b></p> <p><b>Summative assessments Fitnessgram assessment tests.</b></p>	<p><b>Principle 1, 2 and 3.</b></p>	<p>Components of fitness 1.1.1 Body composition 1.1.2 Cardiovascular 1.1.3 Endurance muscular strength 1.1.4 Flexibility 1.1.5 Competency of movement 1.1.6 Movement forms 1.1.7 Team sports Net sports Fitness activities Fitness training Project adventure Individual sports Life-long recreational Proficiency 1.2.1, 1.2.2 Safe practices 5.1.1 Appropriate clothing and equipment 5.1.2 Safety considerations 5.1.3 Actions or behaviors that endanger others</p> <p>Pre and post Fitnessgram 4.1.1, 4.1.2 Standards of Fitnessgram 4.2.1 Healthy fitness zone 4.2.2 Personal test scores 4.3.1 Personal strengths and weaknesses 4.3.2 Results of Fitnessgram 4.3.3 Post Fitnessgram scores 4.3.4 Goals 4.4.1 Personal objectives 4.4.2 Maintains and improves physical fitness 4.4.3 a. Specificity b. Progression c. Overload d. Sets e. Repetition f. Variety Personal fitness plan 4.4.4, 4.4.6 Warm-up and cool-down principles 4.4.5 Self-evaluates personal fitness plan</p>

						4.4.7 Present and future health 4.5.1, 4.5.2, 4.5.3 Participation in out of school physical activity 4.6.1 Physical activities to improve skills and fitness 4.6.2 Lifestyle 4.7.1, 4
Soccer Unit (Floor Hockey) 1. What skills are needed to play soccer? 2. How does teamwork help one be successful in the game?	<b>4-6weeks</b>	Demonstrate soccer-related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation Describe and be able to execute the importance of running to open spaces to receive passes. Play lead-up games to develop offensive and defensive skills. Discuss the importance of playing together as a team Define key terms and explain the rules of soccer. Describe and be able to control the ball correctly with the different parts of the body	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a> Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a> <a href="https://www.fsd1.org">https://www.fsd1.org</a>	<b>Pre assessment of soccer/floor hockey knowledge.</b>  <b>Formative assessments—various skills tests that demonstrate the student's ability to master the given skill</b>  <b>Summative—game competition in a contest.</b>  <b>Rules assessment and testing.</b>	<b>Principle1, 3</b>	Safe practices 5.1.1 Appropriate clothing and equipment 5.1.2 Safety considerations 5.1.3 Actions or behaviors that endanger others 5.1.4 Safety protocol 5.1.5 Warm-up and cool-down activities 5.1.5 Rules and safety 5.2.1 Proper, appropriate and safe attire 5.2.2 Safe learning environment 5.2.2 Positive and negative peer pressure 5.3.1 Appropriate etiquette and responsible behavior 5.3.2 Effective communication 5.3.3 Negative peer pressure
Basketball Unit - What are the essential skills and techniques needed to play the game of basketball?	<b>8-10 weeks</b>	•Back court •Bounce pass •Chest pass •Double dribble Dribbling. •Foul shot (set shot) •In-bounds pass Jump shot. •Lay-up. •Overhead pass. •Passing. •Rebound. •Shooting. •Traveling	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a> Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a> <a href="https://www.fsd1.org">https://www.fsd1.org</a>	<b>Pre assessment of soccer/floor hockey knowledge.</b>  <b>Formative assessments—various skills tests that demonstrate the student's ability to master the given skill</b>  <b>Summative—game competition in a contest.</b>  <b>Rules assessment and testing.</b>	<b>Principle1, 3</b>	Movement competency or proficiency 2.1.1 Information from a variety of sources 2.1.2 Rules, biomechanical principles, and problem-solving 2.1.3 Complex motor skills 2.2.1 Movement skills, concepts, principles 2.3.1 Offensive and defensive strategies 2.4.1 Physical activity benefits 3.1.1, 3.1.2 a. Flexibility b. Muscular endurance c. Muscular strength d. Cardiovascular Emotional benefits 3.2.1, 3.2.2

<p>Net Sports Unit (Volleyball, Pickleball, Badminton) How can I learn the rules and skills to enjoy various types of net sports?</p>	<p><b>10-12 weeks</b></p>	<ul style="list-style-type: none"> <li>•Ace . •Bump set .</li> <li>•Defense . •Dig . •Double hit</li> <li>•Forearm pass .</li> <li>•Game point . •Net serve .</li> <li>•Offense . •Overhand serve .</li> <li>•Overhead set .</li> <li>•Serve . •Set . •Side out .</li> <li>•Spike . •Underhand serve</li> </ul> <p>Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</p> <ul style="list-style-type: none"> <li>•Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities. .</li> <li>•Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities). .</li> <li>•Explain and demonstrate how to control a variety of objects within non-competitive cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. .</li> <li>•Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities. .</li> <li>•Explain and demonstrate specific exercises, activities, and</li> </ul>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a> Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a> <a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p><b>Pre assessment of soccer/floor hockey knowledge.</b></p> <p><b>Formative assessments—various skills tests that demonstrate the student's ability to master the given skill</b></p> <p><b>Summative—game competition in a contest.</b></p> <p><b>Rules assessment and testing.</b></p>	<p><b>Principle1, 3</b></p>	<p>Social benefits 3.3.1, 3.3.2 Cognitive</p> <p>Safe locations for physical activity 6.1.1, 6.1.2</p> <p>Variety of physical activity settings 6.2.1</p> <p>Role of media and technology 6.3.1, 6.3.2</p> <p>Family lifestyle 6.4.1</p> <p>Factors that influence physical activity 6.4.2</p> <p>Home/family environment 6.4.3</p> <p>Healthy ways to promote physical activity 6.5.1</p> <p>Youth organizations and community resources 6.6.1, 6.6.2, 6.7.1</p> <p>Negative and positive emotions 6.8.1, 6.8.2, 6.8.3</p> <p>Key ideas and details 7.1.1, 7.1.2, 7.1.3</p> <p>Craft and structure 7.1.4, 7.1.5, 7.1.6</p> <p>Integration of knowledge and ideas 7.1.7, 7.1.8, 7.1.9, 7.1.10</p> <p>Arguments 8.1.1</p> <p>Informational Text 8.1.2</p> <p>Technology 8.2.3</p>
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