

**ePortales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Physical Education/ Health	<b>2009</b>	<b>Grade Level High School</b>
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**ESSENTIAL QUESTIONS: What goals can you set for yourself that will make you a stronger, healthier person? How do you decide which goals fit your individual needs?**

<b>9 weeks</b>	<b>PERFORMANCE STANDARD And Benchmarks</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>15 weeks</b>	<b>Standard 5:</b> Demonstrates responsible personal and social behavior in physical activity settings.  Benchmarks B & D	<b>Class Syllabus</b> (Rules, grading criteria, and class expectations).	Students will review the class syllabus and sign off after they have read and fully understood.	Students will be assessed on their ability to follow rules that pertain to the syllabus.	Class Syllabus handout. High School policy handbook.
	<b>Standard 7:</b> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.  Benchmarks B&D.	<b>Mission Statement</b> (We introduce and review this mission statement throughout the school year.)	Students will work together to develop a mission statement that pertains to their individual class goals.	The students will follow and revisit the mission statement each day. They will be assessed on their ability to follow THEIR mission.	Peers Mission statement posted in gym and locker rooms as well as classroom website.
	<b>Standard 2:</b> Applies movement concepts and principles to the learning and development of motor skills. Benchmark A  <b>Standard 3:</b> Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, C, D.	<b>Warm Up. This includes flexibility, conditioning, and form running.</b>  <b>We do this daily throughout the year. We advance the warm-up as the students level improves.</b>	In a group, with student leaders, flexibility and conditioning techniques such as jogging, jump ropes and stretching activities will be performed.	Assessment used will be teacher observation and data on cardiovascular improvement.	Data sheets, fitness test and observation checklists.



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<b>ESSENTIAL QUESTIONS: What steps are necessary to achieve and maintain a healthy lifestyle?</b>					
<b>9 w e e k s</b>	<b>PERFORMANCE STANDARD And Benchmarks</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>1 s t 9 w e e k s</b>	<p><b>Standard 3: Exhibits Knowledge and ability to participate in a physically active lifestyle. Benchmark A</b></p> <p><b>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmarks A,B,C</b></p> <p><b>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmark A</b></p> <p><b>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A &amp; D</b></p>	<b>Cont. from page 2</b>	<b>Cont. from page 2</b>	<b>Cont. from page 2</b>	<b>Cont. from page 2</b>



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**ESSENTIAL QUESTION: Why is important to use different styles of lifting? What are some of the ways you can see improvement through confusing your muscles through your workouts?**

9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 s t  9  w e e k s	<p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D.</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmarks A, B, C.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A, B, C, D.</p>	Continued from Page 4	Continued from Page 4	Continued from Page 4	Continued from Page 4

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<b>ESSENTIAL QUESTIONS: How you take what you have learned about team games and use it throughout your lifetime to stay fit?</b>					
9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 s t  9  w e e k s	<p><b>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</b></p> <p><b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</b></p> <p><b>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, &amp; D.</b></p> <p><b>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</b></p> <p><b>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction... Benchmarks A &amp; D.</b></p>	<p><b>Team Games. This includes games such as volleyball, softball, and whiffleball etc.</b></p> <p><b>Volleyball</b> <b>Basketball</b> <b>Flag-football</b> <b>Softball</b> <b>Badminton</b> <b>Soccer</b> <b>Tennis</b> <b>Handball</b></p>	<p>Students will use their teamwork skills to work together in game situations. Through the games, the students will use the rules and strategies to have success in the games.</p>	<p>Written tests on history, rules and strategies. The individual skills are taught and skills tests are used. Because of different levels of skill, students are assessed on their ability to perform the skills using the proper form.</p>	<p>Books that show lead up games to the game introduced.</p> <p>Websites such as pecentral.com</p> <p>*A list of websites is listed at the end of this mapping.</p>

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**ESSENTIAL QUESTIONS: In what ways do team sports and activities teach empathy and compassion? Why is this important?**

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2 n d  9  W e e k s	<p><b>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</b></p> <p><b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</b></p> <p><b>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, &amp; D.</b></p> <p><b>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</b></p> <p><b>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A &amp; D.</b></p>	<p><b>**See first 9 weeks for warm up and weight training.</b></p> <p><b>Team sports such as dodge ball, flicker ball, basketball, handball, kicking games and throwing games.</b></p>	<p><b>Students will learn and practice the rules, strategies and lead-up games for many team sports. They will organize teams and participate through games and tournaments.</b></p> <p><b>There will be many activities that deal with throwing, kicking etc. These skills have been taught throughout the elementary years we are trying to master the correct fundamental of these skills.</b></p>	<p><b>The will be assessed using skills tests, rubric, written tests, and observations.</b></p>	<p><b>Physical Education books that have lead up games and strategies.</b></p> <p><b>Websites such as pecentral.com</b></p>

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**ESSENTIAL QUESTIONS: How can you integrate the knowledge you have gained from your health units into your everyday life?**

9 w e e k s	<b>PERFORMANCE STANDARD And Benchmarks</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
2 n o v e r	<p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, and C.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmarks A, B, and C.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, and D.</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmarks A, B, and C.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and interaction. Benchmarks A, B, C, and D.</p>	<p><b>*These are health units that meet the Physical Education Standards and Benchmarks as well as the Health Standards and Benchmarks.</b></p> <p><b>*Nutrition and Diet Unit</b></p> <p><b>*Diseases associated with unhealthy lifestyles Unit.</b></p> <p><b>*US Army National Guard, Marines, Army, Navy</b></p> <p><b>*DWI and media</b></p>	<p><b>Nutrition:</b> Students will keep a diet journal. They will record their daily intake of food and drink. Using the food pyramid, they will evaluate and change eating habits to help them live a healthier lifestyle.</p> <p>Students will research and prepare PowerPoint presentations that help them understand how unhealthy lifestyles can affect their future. They will adjust their workout goals to meet needs such as strength, cardiovascular. They will check blood pressure, heart rate and keep data to see the improvement needed for health reasons.</p> <p>National Guard, Marines, Army and Navy presentations allow the students to learn and develop skills that are not only lifetime skills but take their fitness to a higher level.</p> <p>DWI and media units give the student's opportunities to understand the effect that media has on self-esteem. They will playact and practice skills.</p>	<p>Students will be assessed using rubrics, written tests and participation grade.</p>	<p>Sgt. Javier L. Garcia Portales National Guard Army</p> <p>Julie Nance (Senior Social Worker) Saprina Quinby (Social Worker) Mental Health Resources</p> <p>Staff Sergeant Daniel Montano US Army Recruiting</p> <p>Sergeant Neal US Marines</p> <p>Barbara George Teen Court Coordinator DWI Presenter</p>

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<b>ESSENTIAL QUESTIONS:</b>					
9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3 r d n i n e W e e k s	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, &amp; D.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmark A, B, C, and D</p>	<p><b>**See first 9 weeks for warm up and weight training.</b></p> <p><b>Team sports such as basketball, hockey, soccer, flag football, kickball and speedball.</b></p>	<p>Students will use the knowledge they have learned to perform the team sports that are introduced to them. They will practice their skills by running and playing. They will follow the rules of the activity; get along with others practice sportsmanship.</p>	<p>The students will be assessed by skills test, written tests and a rubric for fundamental skills.</p>	<p>Books that show different lead up games the unit being taught.</p> <p>Websites such as <a href="http://pe.central.com">pe.central.com</a></p>

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<b>ESSENTIAL QUESTION: Why is it necessary to train your cardiovascular and muscular system to be well rounded?</b>					
9 w e e k s	PERFORMANCE STANDARD And Benchmarks	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3 r d 9  W e e k s	<p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmark A, B, C, and D.</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical education. Benchmarks A, B, and C.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A and B.</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A, B, C, and D.</p>	<p style="color: green;">Strength and cardiovascular stations. Reevaluation of goals.</p>	<p>Students will evaluate their fitness goals and determine if they have improved. They will take their data, graph it and look for results. When they have come up with a conclusion, they will decide what is needed to take them to the next level. This is also their opportunity to critique their work ethic. If they have not improved, they will come to a conclusion as to why.</p>	<p>Students will be assessed using their data. They have kept records of their lifting scores, cardio improvement. In some cases, depending on goals, they will be assessed by body weight and measurement.</p>	<p>Heart rate monitors, stop watches, body mass index wheel and scales.</p> <p>Helen Clabaugh, School Nurse Portales Schools</p>

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**ESSENTIAL QUESTIONS: How do the skills of flexibility and conditioning help you to be in stronger, healthier person?**

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4 t h 9 w e e k s	<p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, B, C, D.</p> <p><b>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark: A</b></p> <p><b>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</b></p>	<p style="color: green;"><b>Flexibility, conditioning and warm up drills.</b></p> <p style="color: green;"><b>These drills have been used everyday that we had physical activity. We advanced every 9 weeks.</b></p> <p style="color: green;"><b>Presidential Physical Fitness Test. (Final Test)</b></p>	<p><b>Students have used the warm up the entire year. They have used the knowledge that they have learned throughout the first three nine weeks to advance their warm-up to a higher level. Students had the opportunity to lead and integrate their own stretching and cardiovascular activities. This gave them the opportunity to lead teach.</b></p> <p><b>Students will check for improvement throughout the entire year. They will do this by participating in each test and comparing results from the first nine weeks.</b></p>	<p><b>Students will be assessed using flexibility and conditioning rubric. This will include their leadership skills.</b></p> <p><b>Students will be assessed by their improvement. If they worked hard throughout the year, they will see improvement.</b></p>	<p><b>Videos, websites, peer instruction.</b></p> <p><b>Presidential Physical Fitness Standards.</b></p>

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**ESSENTIAL QUESTIONS:**

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4 t h 9  W e e k s	<p>Standard 3: Exhibits Knowledge and ability to participate in a physically active lifestyle. Benchmark A</p> <p>Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Benchmarks A,B,C</p> <p>Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings. Benchmark A</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmarks A &amp; D</p>	Continued from Page 11	Continued from Page 11	Continued from Page 11	Continued from Page 11

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<b>ESSENTIAL QUESTIONS: How have you been able to use the experience of team sports to be a better team player?</b>					
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4 t h 9 W e e k S	<p>Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms. Benchmark A</p> <p>Standard 2: Applies movement concepts and principles to the learning and development of motor skills. Benchmark A</p> <p>Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle. Benchmarks A, C, &amp; D.</p> <p>Standard 5: Demonstrates responsible personal and social behavior in physical activity settings. Benchmarks A, B, C, D</p> <p>Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. Benchmark A, B, C, and D</p>	<p><b>Sport and game units.</b></p> <p><b>Games include: Ping-Pong, Badminton and golf.</b></p> <p><b>These are the units that we finish our school year out with.</b></p>	<p>Students will use the strategies, rules and history they have learned to participate in the games. They will work together with their partners and teams to have opportunities for success. They will finish their units with a tournament in which they will keep score and compete with other in the class.</p>	<p>Students will be assessed using rubrics, skills test and written tests.</p>	<p>Ping pong tables, badminton equipment, golf clubs. Eastern New Mexico University Physical Education classes. Books, videos, internet.</p> <p>Physical Education Websites used throughout the year.</p> <p><a href="http://www.pelinks4u.org">www.pelinks4u.org</a> <a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.theteacherscorner.net">www.theteacherscorner.net</a> <a href="http://www.educationalworld.com">www.educationalworld.com</a> <a href="http://www.shambles.net">www.shambles.net</a> <a href="http://www.eduref.org">www.eduref.org</a> <a href="http://www.acefitness.org">www.acefitness.org</a> <a href="http://www.myteacherpages.com">www.myteacherpages.com</a> <a href="http://www.thefreelibrary.com">www.thefreelibrary.com</a> <a href="http://www.specialolympics.org">www.specialolympics.org</a> <a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a></p>