GRADE LEVEL: HIGH SCHOOL   **SUBJECT: SPECIALIZED PE**   **DATE: 2016-2017**

MONTH/GRADING PERIOD: QUARTER 1   **MASTER COPY 5-16-17**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
MOTOR SKILLS AND MOVEMENT ACTIVITIES					

Physical Activities
 	
• Motor Skills
• Movement Patterns
	10.1.3: Model or teach mature motor skills and movement patterns to other students (Peer Teaching/Spotting).	• Model mature motor skills and movement patterns to other students.
		• Teach mature motor skills and movement patterns to other students.
		   − Peer Teaching
		   − Spotting
			• Pre-test
			• Post Test
			• Lifts: 5 % Increase
			• Activities: 1 second Improvement
			• Re-establish New Goals
				• Rep
				• Set
				• Max
				• Estimated Max
				• Bench Press
				• Squat
				• Clean
				• Dot Drill
				• 40
				• Vertical Jump
				• 400
				• Long Jump
				• Pull-ups
					CRITICAL

• Performance	**10.1.4:** Perform specific skills at a difficult performance level.	• Perform skills at specific levels.		• Elite	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Movement Concepts • Complex Motor Skills	**10.2.2:** Analyze and evaluate information about complex motor skills that lead to improved physical performance.	• Analyze information about complex motor skills that lead to improved physical performance. • Evaluate information about complex motor skills that lead to improved physical performance.	• Post Test	• Combo Lifts • Circuit Training	IMPORTANT
PHYSICAL ACTIVITY					
• Improved Fitness	**10.3.3:** Describe and demonstrate physical activities that contribute to the improvement of specific fitness components.	• Describe physical activities that contribute to the improvement of specific fitness components. • Demonstrate physical activities that contribute to the improvement of specific fitness components.	• Folders	• Auxiliary	CRITICAL
HEALTH-ENHANCING PHYSICAL FITNESS					
• Personnel Workout	**10.4.1:** Design and implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Design a personal workout program to achieve and maintain an optimal level of health-related fitness. • Implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Group Workouts	• Optimal	ADDITIONAL
• Physiological Responses to Exercise	**10.4.2:** Identify and evaluate personal physiological responses to exercise.	• Identify personal physiological responses to exercise. • Evaluate personal physiological responses to exercise.	• Pre-Test/Post Test	• Plateau	IMPORTANT
RESPONSIBLE PERSONAL AND SOCIAL BEHAVIORS					
• Equipment • Facilities	**10.5.1:** Demonstrate safe and appropriate use and care of equipment and facilities.	• Demonstrate safe and appropriate use of equipment and facilities. • Demonstrate safe and appropriate care of equipment and facilities.	• Participation	• Spotting	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Risk Factors	**10.5.3:** Assess the potential risks associated with physical activity in various environment.	• Understand the risks associated with improper lifting techniques.		• Hurt vs Injured	IMPORTANT
• Personal Philosophy	**10.5.5:** Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.	• Understand the relationship between sports and fitness development. • Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.		• Year round conditioning	ADDITIONAL
VALUE OF PHYSICAL ACTIVITY					
• Self-Image	**10.6.2:** Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.	• Connect that self-image and confidence go hand in hand in athletics. • Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.	• Folders	• Confidence	IMPORTANT
• Lifetime Physical Activities	**10.6.3:** Reflect on reasons for choosing to participate in lifetime physical activities.	• Understand the value of lifetime fitness. • Reflect on reasons for choosing to participate in lifetime physical activities.		• Lifetime Fitness	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LITERACY STANDARDS FOR PHYSICAL EDUCATION					
• Technical PE Information	**9-12.RT.7** Translate technical PE information expressed in words in a text into visual form (Charts) and translate information expressed visually or mechanically into words.	• Students will have visual proof of the class progress. • Translate technical PE information expressed in words in a text into visual form (Charts). • Translate information expressed visually or mechanically into words.		• Max Chart	IMPORTANT

Crawfordsville Community School Corporation

GRADE LEVEL: HIGH SCHOOL   SUBJECT: SPECIALIZED PE   DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 2   MASTER COPY 5-16-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT ACTIVITIES					
Physical Activities	**10.1.1:** Perform and analyze activity-specific skills in individual, dual, and team physical activities.	• Perform activity-specific skills in individual, dual, and team physical activities. – Base Lifts – Safety • Analyze activity-specific skills in individual, dual, and team physical activities.	• Pre-test • Post Test • Lifts: 5 % Increase • Activities: 1 second • Improvement • Re-establish New Goals	• Rep • Set • Max • Estimated Max • Bench • Squat • Clean • Dot Drill • Snatch • Split Jerk • 40 • 400 • Pull-Ups • Long Jump • Vertical Jump	CRITICAL
• Execute • Movement Patterns	**10.1.2:** Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.	• Synthesize creative rhythmic patterns. • Perform movement patterns with increasing degrees of difficulty.		• Combo Lifts • Circuit Training	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Model	**10.1.3:** Model or teach mature motor skills and movement patterns to other students (Peer Teaching/Spotting).	• Model mature motor skills. • Teach movement patterns to other students.			CRITICAL
• Specific Skills	**10.1.4:** Perform specific skills at a difficult performance level.	• Execute specific skills at a difficult level.			CRITICAL
MOVEMENT CONCEPTS					
• Strategies • Tactics	**10.2.1:** Apply previously learned strategies and tactics to advanced physical activities.	• Apply previously learned strategies to advanced physical activities. • Demonstrate learned tactics of an advanced physical activity.			IMPORTANT
• Movement Concepts • Complex Motor Skills	**10.2.2:** Analyze and evaluate information about complex motor skills that lead to improved physical performance**.**	• Know how complex motor skills lead to improved performance. • Analyze information about complex motor skills that lead to improved physical performance**.** • Evaluate information about complex motor skills that lead to improved physical performance**.**	• Post Test	• Combination Lifts • Circuit Training	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
PHYSICAL ACTIVITY					
• Improved Fitness	**10.3.3:** Describe and demonstrate physical activities that contribute to the improvement of specific fitness components.	• Explain activities that contribute to improvement of specific fitness components. • Execute physical activities that contribute to improvement of fitness components.			IMPORTANT
• Lifetime Physical Activities	**10.3.4:** Participate regularly in lifetime physical activities (minimum accumulated total of 60 minutes of moderate intensity activity most days of the week) that contribute to improved physical fitness and wellness.	• Describe lifetime physical activities that contribute to the improvement of specific fitness components. • Demonstrate physical activities that contribute to the improvement of specific fitness components.	• Folders	• Auxiliary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
HEALTH-ENHANCING FITNESS					
• Personal Workout Program	**10.4.1:** Design and implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Design a personal workout program to achieve and maintain an optimal level of fitness. • Implement a personal workout program to achieve and maintain an optimal level of health-related fitness.			ADDITIONAL
• Physiological Responses	**10.4.2:** Identify and evaluate personal physiological responses to exercise.	• Identify personal physiological responses to exercise. • Evaluate personal physiological responses to exercise of health-related fitness.	• Group Workouts	• Optimal • Plateau	ADDITIONAL

• Principles
  – Exercise
  – Nutrition
  – Chemical Substances
	10.4.3: Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.	• Compare basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.
		• Contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.
				• Nutrition	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
RESPONSIBLE PERSONAL AND SOCIAL BEHAVIORS					
• Equipment	**10.5.1:** Demonstrate safe and appropriate use and care of equipment and facilities.	• Demonstrate safe use of equipment and facilities. • Display appropriate use of equipment and facilities.			CRITICAL
• Well Being − Social − Emotional	**10.5.2:** Relate the benefits of physical activities to social and emotional well-being.	• Display the benefits of physical activities to social and emotional well-being.			IMPORTANT
• Risk Factors	**10.5.3:** Assess the potential risks associated with physical activity in various environment.	• Understand the potential risks associated with physical activity in various environment.			ADDITIONAL
• Personal Philosophy	**10.5.5:** Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.	• Organize a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.			IMPORTANT
• Sportsmanship	**10.5.6:** Apply game rules accurately and fairly during physical activity.	• Understand sportsmanship. • Apply game rules accurately and fairly during physical activity.	• Participation Spotting		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
VALUE OF PHYSICAL ACTIVITY					
• Self- Image	**10.6.1:** Promote positive mental and emotional aspects of participation in a variety of physical activities.	• Promote positive mental aspects of participation in a variety of physical activities. • Promote positive emotional aspects of participation in a variety of physical activities.			IMPORTANT
• Regular Activity	**10.6.2**: Appraise feelings of satisfaction and enjoyment as a result of participating in regular activity.	• Appraise feelings of enjoyment as a result of participating in regular activity. • Appraise feelings of satisfaction as a result of participating in regular activity.			ADDITIONAL
	10.6.3: Reflect on reasons for choosing to participate in lifetime physical activities.	• Understand the reasons for choosing to participate in lifetime physical activities.	• Folders	• Confidence	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LITERACY STANDARD FOR PHYSICAL EDUCATION					
• Technical PE Information	**9-12.RT.7** Translate technical PE information expressed in words in a text into visual form (Charts) and translate information expressed visually or mechanically into words.	• Translate technical PE information expressed in words in a text into visual form (Charts). • Translate information expressed visually or mechanically into words.		• Max Chart	IMPORTANT

Crawfordsville Community School Corporation

GRADE LEVEL: HIGH SCHOOL   SUBJECT: SPECIALIZED PE   DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 3   MASTER COPY 5-16-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
MOTOR SKILLS AND MOVEMENT SKILLS					
Physical Activities	**10.1.1:** Perform and analyze activity-specific skills in individual, dual, and team physical activities.	• Perform activity-specific skills in individual, dual, and team physical activities. – Base Lifts – Safety • Analyze activity-specific skills in individual, dual, and team physical activities.	• Pre-test • Post Test • Lifts: 5 % Increase • Activities: 1 second Improvement • Re-establish New Goals	• Rep • Set • Max • Estimated Max • Bench Press • Squat • Clean • Dot Drill • 40 • Vertical Jump • 400 • Long Jump • Pull-ups	CRITICAL
• Movement Patterns	**10.1.2:** Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty	• Synthesize creative rhythmic patterns. • Perform movement patterns with increasing degrees of difficulty.			CRITICAL
• Model	**10.1.3:** Model or teach mature motor skills and movement patterns to other students (Peer Teaching/Spotting).	• Model mature motor skills • Teach movement patterns to other students.			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Specific Skills	**10.1.4:** Perform specific skills at a difficult performance level.	• Execute specific skills at a difficult level.			CRITICAL
MOVEMENT CONCEPTS					
• Tactics • Strategies	**10.2.1:** Apply previously learned strategies and tactics to advanced physical activities.	• Utilize previously learned strategies. • Demonstrate learned tactics of an advanced physical activity.	• Post Test	• Combination Lifts • Circuit Training	CRITICAL
• Complex Motor Skills	**10.2.2:** Analyze and evaluate information about complex motor skills that lead to improved physical performance**.**	• Analyze information about complex motor skills that lead to improved physical performance**.** • Evaluate information about complex motor skills that lead to improved physical performance**.**			CRITICAL
PHYSICAL ACTIVITY					
• Improved Fitness	**10.3.3:** Describe and demonstrate physical activities that contribute to the improvement of specific fitness components	• Explain activities that contribute to improvement. • Execute physical activities that contribute to improvement of fitness components.	• Folders	• Auxiliary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	10.3.4: Participate regularly in lifetime physical activities (minimum accumulated total of 60 minutes of moderate intensity activity most days of the week) that contribute to improved physical fitness and wellness.	• Describe physical activities that contribute to the improvement of specific fitness components. • Demonstrate physical activities that contribute to the improvement of specific fitness components.			IMPORTANT
HEALTH-ENHANCING PHYSICAL FITNESS					
• Personnel Workout	**10.4.1:** Design and implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Design a personal workout program to achieve and maintain an optimal level of health-related fitness. • Implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Group Workouts	• Optimal • Plateau	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Physiological Responses to Exercise	**10.4.2:** Identify and evaluate personal physiological responses to exercise.	• Identify personal physiological responses to exercise. • Evaluate personal physiological responses to exercise of health-related fitness.			IMPORTANT
• Exercise Principles	**10.4.3:** Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.	• Compare basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance. • Contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.			IMPORTANT
RESPONSIBLE PERSONAL AND SOCIAL BEHAVIORS					
• Equipment • Facilities	**10.5.1:** Demonstrate safe and appropriate use and care of equipment and facilities.	• Demonstrate safe use of equipment and facilities. • Display appropriate use of equipment and facilities.	• Participation • Spotting		CRITICAL
• Benefits − Social − Emotional	**10.5.2:** Relate the benefits of physical activities to social and emotional well-being.	• Display the benefits of physical activities to social and emotional well-being.			IMPORTANT
• Risk Factors	**10.5.3:** Assess the potential risks associated with physical activity in various environment.	• Understand the risks associated with improper lifting techniques.			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Personal Philosophy	**10.5.5:** Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.	• Understand the relationship between sports and fitness development. • Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.			ADDITIONAL
• Rules	**10.5.6:** Apply game rules accurately and fairly during physical activity.	• Apply game rules accurately and fairly during physical activity.			ADDITIONAL
VALUE OF PHYSICAL ACTIVITY					
• Self-Image • Lifetime Physical Activities	**10.6.1:** Promote positive mental and emotional aspects of participation in a variety of physical activities.	• Demonstrate the positive mental aspects of participation in a variety of physical activities.	• Folders	• Confidence	IMPORTANT
	10.6.2: Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.	• Appraise feelings of enjoyment as a result of participating in regular activity. • Appraise feelings of satisfaction as a result of participating in regular activity.			CRITICAL
	10.6.3: Reflect on reasons for choosing to participate in lifetime physical activities.	• Understand the value of lifetime fitness. • Reflect on reasons for choosing to participate in lifetime physical activities.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LITERACY STANDARDS FOR PHYSICAL EDUCATION					
• Technical PE Information	**9-12.RT.7** Translate technical PE information expressed in words in a text into visual form (Charts) and translate information expressed visually or mechanically into words.	• Students will have visual proof of the class progress. • Translate technical PE information expressed in words in a text into visual form (Charts). • Translate information expressed visually or mechanically into words.		• Max Chart	IMPORTANT

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GRADE LEVEL: HIGH SCHOOL   SUBJECT: SPECIALIZED PE   DATE: 2016-2017

MONTH/GRADING PERIOD: QUARTER 4

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
MOTOR SKILLS AND MOVEMENT SKILLS					
Physical Activities	**10.1.1:** Perform and analyze activity-specific skills in individual, dual, and team physical activities.	• Perform activity-specific skills in individual, dual, and team physical activities. • Analyze activity-specific skills in individual, dual, and team physical activities.	• Pre-test • Post Test • Lifts: 5 % Increase • Activities: 1 second Improvement • Re-establish New Goals	• Rep • Set • Max • Estimated Max • Bench Press • Squat • Clean • Dot Drill • 40 • Vertical Jump • 400 • Long Jump • Pull-ups	CRITICAL
• Movement Patterns	**10.1.2:** Synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty	• Synthesize creative rhythmic patterns. • Perform movement patterns with increasing degrees of difficulty.			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Specific Skills	**10.1.4:** Perform specific skills at a difficult performance level.	• Execute specific skills at a difficult level.			CRITICAL
MOVEMENT CONCEPTS					
• Tactics • Strategies	**10.2.1:** Apply previously learned strategies and tactics to advanced physical activities.	• Utilize previously learned strategies. • Demonstrate learned tactics of an advanced physical activities.	• Post Test	• Combination Lifts • Circuit Training	CRITICAL
• Complex Motor Skills	**10.2.2:** Analyze and evaluate information about complex motor skills that lead to improved physical performance**.**	• Analyze information about complex motor skills that lead to improved physical performance**.** • Evaluate information about complex motor skills that lead to improved physical performance**.**			CRITICAL
PHYSICAL ACTIVITY					
• Improved Fitness	**10.3.3:** Describe and demonstrate physical activities that contribute to the improvement of specific fitness components	• Explain activities that contribute to improvement. • Execute physical activities that contribute to improvement of fitness components.	• Folders	• Auxiliary	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
HEALTH-ENHANCING PHYSICAL FITNESS					
• Personnel Workout	**10.4.1:** Design and implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Design a personal workout program to achieve and maintain an optimal level of health-related fitness. • Implement a personal workout program to achieve and maintain an optimal level of health-related fitness.	• Group Workouts	• Optimal • Plateau	ADDITIONAL
• Physiological Responses to Exercise	**10.4.2:** Identify and evaluate personal physiological responses to exercise.	• Identify personal physiological responses to exercise. • Evaluate personal physiological responses to exercise of health-related fitness.			IMPORTANT
• Exercise Principles	**10.4.3:** Compare and contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.	• Compare basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance. • Contrast basic principles of exercise, nutrition, and chemical substances and their effects on the physical performance.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
• Equipment • Facilities	**10.5.1:** Demonstrate safe and appropriate use and care of equipment and facilities.	• Demonstrate safe and appropriate use of equipment and facilities. • Display safe and appropriate use of equipment and facilities.	• Participation • Spotting		CRITICAL
• Benefits – Social – Emotional	**10.5.2:** Relate the benefits of physical activities to social and emotional well-being.	• Display the benefits of physical activities to social and emotional well-being.			IMPORTANT
• Risk Factors	**10.5.3:** Assess the potential risks associated with physical activity in various environments.	• Assess the potential risks associated with physical activity in various environments. • Understand the risks associated with improper lifting techniques.			CRITICAL
• Personal Philosophy	**10.5.5:** Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.	• Understand the relationship between sports and fitness development. • Develop a personal philosophy and practice that reflect inclusive practices of physical activity and sport participation.			ADDITIONAL
• Rules	**10.5.6:** Apply game rules accurately and fairly during physical activity.	• Apply game rules accurately during physical activity. • Apply game rules fairly during physical activity.			ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
VALUE OF PHYSICAL ACTIVITY					
• Self-Image • Lifetime Physical Activities	**10.6.1:** Promote positive mental and emotional aspects of participation in a variety of physical activities.	• Demonstrate the positive mental aspects of participation in a variety of physical activities. • Promote positive emotional aspects of participation in a variety of physical activities.	• Folders	• Confidence	IMPORTANT
• Satisfaction • Enjoyment	**10.6.2:** Appraise feelings of satisfaction and enjoyment as a result of participating in regular physical activity.	• Appraise feelings of enjoyment as a result of participating in regular activity. • Appraise feelings of satisfaction as a result of participating in regular activity.			CRITICAL
• Reflection	**10.6.3:** Reflect on reasons for choosing to participate in lifetime physical activities.	• Understand the value of lifetime fitness. • Reflect on reasons for choosing to participate in lifetime physical activities.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LITERACY STANDARDS FOR PHYSICAL EDUCATION					
• Technical PE Information	**9-12.RT.7** Translate technical PE information expressed in words in a text into visual form (Charts) and translate information expressed visually or mechanically into words.	• Translate technical PE information expressed in words in a text into visual form (Charts). • Translate information expressed visually or mechanically into words.		• Max Chart	IMPORTANT