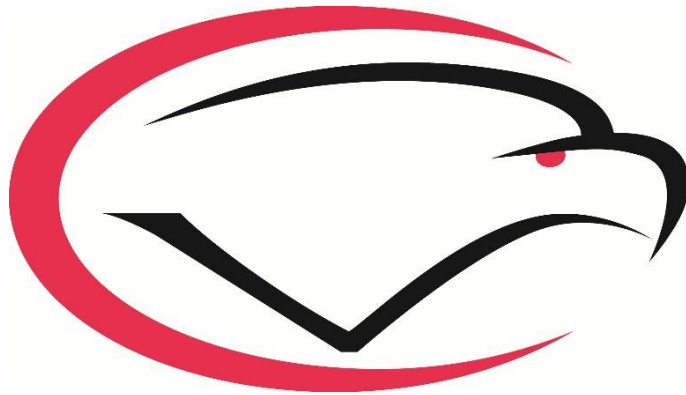


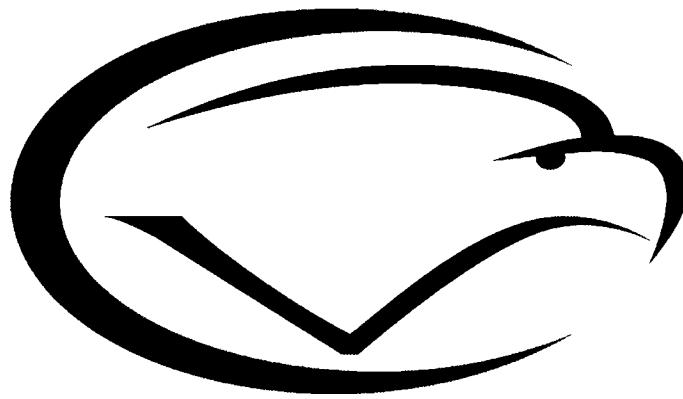
Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

High School Health and PE
Electives

Secondary Curriculum Maps



Cumberland Valley School District
Soaring to Greatness, Committed to Excellence

HS FCS – Sports and Nutrition

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.3.12.C. Evaluate sources of food and nutrition information.	
Taught in Unit(s)	
Basic Nutrition Concepts	
Explanation/Example of the Standard	
Individuals without knowledge of reliable sources of nutritional information might make choices that will compromise their personal health and well-being.	
Big Idea(s)	Essential Question(s)
Food and nutritional information needs to be interpreted by the consumer.	<p>How do we interpret nutritional labeling?</p> <p>How do we judge the reliability of food and nutrition information?</p> <p>How can a person evaluate the validity of popular diets?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Food habits and influences on food choices vary across cultural groups.</p> <p>Registered dietitians are specially trained and regulated healthcare professionals that assess, diagnose, and treat nutritional problems.</p> <p>USDA MyPlate Dietary Guidelines Portion Serving</p>	<p>Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>Assess the influence of socioeconomic and psychological factors on food choice, nutrition and behavior.</p> <p>Analyze a recipe for nutrient value.</p> <p>Evaluate the validity of nutritional claims from various sources.</p>

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.3.12.D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes. Lactose-intolerance, iron deficiency).	
Taught in Unit(s)	
Practical Application of Nutrition Knowledge	
Explanation/Example of the Standard	
Over the course of a person's lifespan, it may be necessary to make changes in his or her food intake to improve, or prevent a nutrition-related health condition.	
Big Idea(s)	Essential Question(s)
Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels.	<p>How do meals need to be adapted or planned to meet the specific needs of family members?</p> <p>What type of health issues might affect meal planning over the lifespan?</p> <p>How can diets be modified to prevent and/or treat chronic health conditions?</p> <p>What is a sustainable diet?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Diets can be modified to improve health conditions.</p> <p>Macronutrients: Carbohydrates, Fats, Proteins</p> <p>Glucose</p> <p>Metabolism</p> <p>Visceral Fat</p> <p>Amino Acids</p> <p>Micronutrients: Vitamins, Minerals, Water</p> <p>Water soluble, fat soluble</p> <p>Diabetes</p> <p>Osteoporosis</p> <p>Crohn's disease</p> <p>Lactose intolerance</p> <p>Anemia</p>	<p>Conduct a nutritional analysis of dietary intake for a current health condition.</p> <p>Suggest modifications to the diet for the specific health condition.</p> <p>Examine the relationship between health and diet across the lifespan.</p>

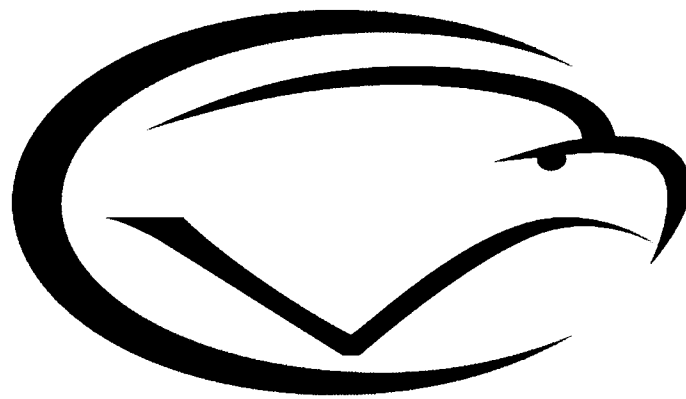
FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.3.12.E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.	
Taught in Unit(s)	
Basic Nutrition Concepts	
Explanation/Example of the Standard	
Individuals should be able to explain how food is used as the body's fuel.	
Big Idea(s)	Essential Question(s)
Nutrients are used the the body's physiological processes.	What is the connection between food and energy? How is food broken down and absorbed by the body? What factors affect the body's absorption of nutrients?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Mechanical Digestion Chemical Digestion Enzyme Fiber Metabolism Adenosine Triphosphate (ATP) Gastrointestinal Tract Glucose Digestive Disorders	Explain the breakdown of foods and the absorption of nutrients by the body. Examine the chemical conversion of food to energy.

FCS Curriculum Map

CV Priority Standard/PA Academic Standard	
11.3.12.F. Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.	
Taught in Unit(s)	
Practical Application of Nutrition Knowledge	
Explanation/Example of the Standard	
When an individual seeks to make sound nutritional choices, planning e necessary to make changes in his or her food intake to improve, or prevent a nutrition-related health condition.	
Big Idea(s)	Essential Question(s)
<p>Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal levels.</p> <p>Meal planning principles can be tailored to meet the needs of individuals across the lifespan.</p>	<p>Why is planning meals important?</p> <p>How are nutrients affected by the methods of processing, preparing and storing food?</p> <p>How do cooking methods influence the nutritional value of foods?</p> <p>What advances in processing and packaging have affected our food supply?</p> <p>How can bio-engineered foods become more nutritious?</p> <p>How can consumers evaluate the positives and negatives of food engineering?</p> <p>How do bio-engineered foods increase the quantity and quality of the food supply?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Macornutrients: Carbohydrates, Fats, Proteins</p> <p>Glucose</p> <p>Carb Loading</p> <p>Metabolism</p> <p>Visceral Fat</p> <p>Amino Acids</p> <p>Micronutrients: Vitamins, Minerals, Water</p> <p>Water soluble, fat soluble</p> <p>Hydration</p> <p>Diabetes</p> <p>Osteoporosis</p> <p>Crohn's disease</p> <p>Lactose intolerance</p> <p>Anemia</p>	<p>Analyze a recipe for nutrient value.</p> <p>Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.</p> <p>Utilize menu-planning principles to develop & modify menus to meet a variety of nutritional needs.</p> <p>Apply principles of food production to maximize nutrient retention in prepared foods.</p>

Secondary Curriculum Maps



Cumberland Valley School District
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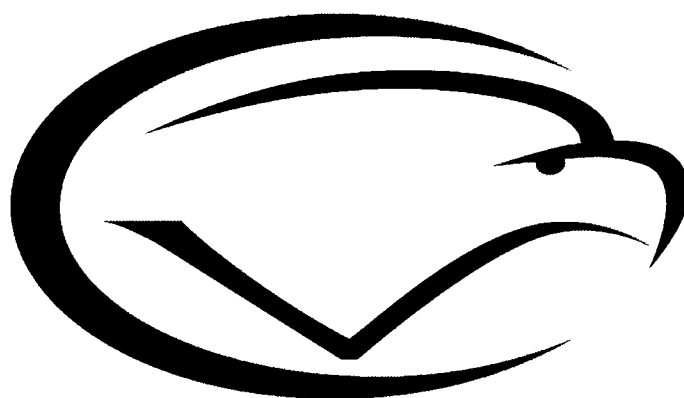
HS PE – Relationships, Domestic
Violence, and Self Defense

Relationships, Domestic Violence, and Self Defense Curriculum Map

CV Priority Standard/PA Academic Standard	
10.1.12.A Evaluation factors that impact growth and development during adulthood and late adulthood <ul style="list-style-type: none"> Relationships (e.g., marriage, divorce, loss) 10.3.12.C Analyze the impact of violence on the victim and surrounding community. 10.4.12.D Analyze the impact of violence of the victim and surrounding community	
Taught in Unit(s)	
Relationships, Domestic Violence and Self Defense	
Explanation/Example of Standard	
This course is designed for students to explore what a healthy relationship is and to be able to identify what an unhealthy relationship looks like. Different types of relationships (i.e. parents, siblings, children, friends, significant other) will be covered. Topics also include how to employ communication, conflict resolution, and other strategies to create healthy relationships. There will be a partial physical aspect of this course which incorporates self defense.	
Common Misconceptions	
Self defense is only for girls. Men are never abused in relationships.	
Big Idea(s)	Essential Question(s)
Different types of relationships Communication skills Conflict resolution Strategies to create healthy relationships Self defense basics	How can relationships affect an individual's well being? If most STIs are asymptomatic how do you think that might affect an infected person's health? How can the effects of abuse negatively affect an individual? Why is learning self defense beneficial for everyone?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Types of communication (technology, verbal and non-verbal) Types of relationships (i.e. parents, siblings, children, friends, significant other) Ability to employ communication, conflict resolution, and other strategies to create healthy relationships Changes in family relationships Impact of relationships on dimensions of wellness	Acknowledge different relationship types in their life, their functions and signs of unhealthy relationships Effective communication using technology (social media), verbal and nonverbal strategies conflict resolution Be able to identify both positive and negative changes in family relationships and apply the proper coping skills

<p>What is an STI, how can someone get an STI and how can one prevent contraction.</p> <p>Chemical use continuum</p> <p>Domestic violence</p> <p>Dating violence</p> <p>Characteristics of positive relationships</p> <p>Characteristics of negative relationships</p> <p>Sexual violence</p> <p>Cycle of abuse</p> <p>Safe online communication</p> <p>Love vs. Lust/Infatuation</p> <p>Principles of defense</p> <p>Risk reduction</p> <p>Where to go for help</p> <p>Assertive behavior</p> <p>Standing front escapes</p> <p>Standing rear escapes</p> <p>Ground escapes</p>	<p>Describe how family meets physical, mental and emotional needs and can educate and socialize children.</p> <p>Define what a STI is, explain how someone can get one and describe how they can be prevented.</p> <p>Describe the chemical use continuum (compare/contrast stages)</p> <p>Be able to describe domestic and dating violence along with being able to identify it.</p> <p>List and describe positive and negative characteristics of relationships</p> <p>Identify characteristics of sexual violence</p> <p>Explain the cycle of abuse</p> <p>Be able to use online communication safely and know the laws on use</p> <p>Identify love, lust and infatuation</p> <p>Explain principles of defense</p> <p>List risk reduction techniques</p> <p>List where to go for help</p> <p>Explain and demonstrate assertive behavior</p> <p>Demonstrate standing front and rear escapes</p> <p>Demonstrate ground escapes</p>
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Secondary Curriculum Maps



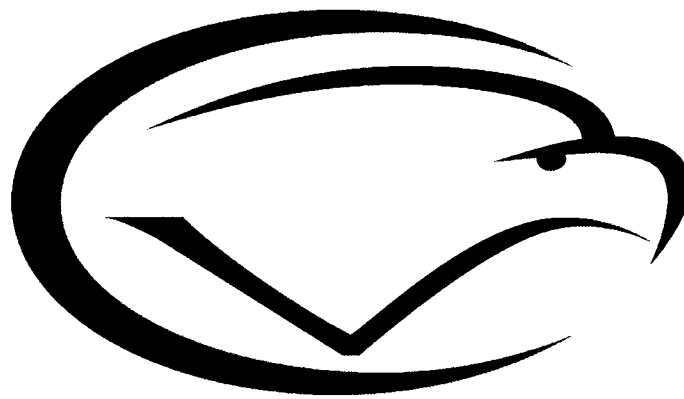
Cumberland Valley School District
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HS PE – Team Sports

CVSD Health and Physical Education Curriculum Map

CV Priority Standard/PA Academic Standard	
10.5.12.F Analyze the application of game strategies for different categories of physical activities. i.e. team sports 10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills 10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities.	
Taught in Unit(s)	
Team sports, invasion games, tactics and strategies, sportsmanship,	
Explanation/Example of Standard	
Students will have the opportunity to understand and apply offensive and defensive strategies in team sports. They will learn how to be a good competitor and teammate. They will take the experiences in class and apply what they have learned to not only sports they play, but to their lives.	
Common Misconceptions	
Team sports are for dumb jocks, games are only for fun, nothing can be learned from play	
Big Idea(s)	Essential Question(s)
Tactics and strategies Sportsmanship Motor skills Communication and leadership Trust and responsibilities Experiential learning cycle Work ethic	What are invasion games? How can better understanding of the game help me make the correct decision to meet the need of the moment? How can authentic assessment improve my understanding of game play? How can game play relate to real life? How can our experiences in games make an impact on our life?
Assessments	
Strategies Pretest, Tactical Awareness, Game Performance Assessment, Games Project, Game-Life Reflection	
Concepts (what students need to know)	Skills (what students must be able to do)
Types of attackers Types of defenders On-ball strategies Off-ball Strategies Types of defense Attacking principles Game performance Assessment Efficiency index Performance Score Movement concepts Tactical concepts Game Rules Good sportsmanship Humanistic Coaching	Body awareness Spatial awareness Psychomotor skills Cognitive skills Affective skills Leadership Self awareness Decision making Learn from failure Empathy Work Ethic Responsibility

Secondary Curriculum Maps



Cumberland Valley School District
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HS PE – Sports Training

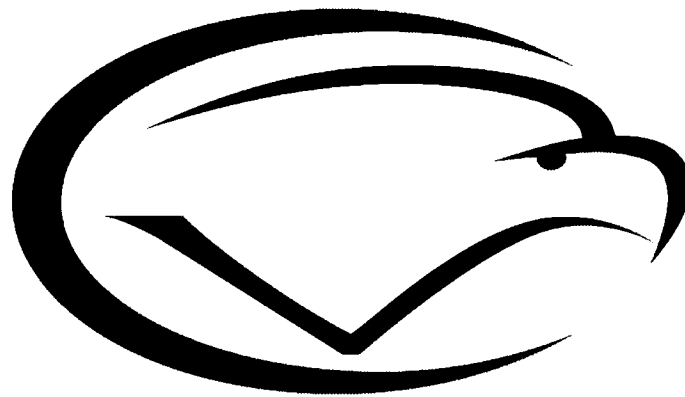
CVSD Health and Physical Education Curriculum Map

CV Priority Standard/PA Academic Standard
<p>10.2.12 D Examine and apply a decision-making process to the development of short and long-term health goals.</p> <p>10.4.12 A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation.</p> <p>10.5.12. D D. Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p>
Taught in Unit(s)
<p>Progression Specificity Overload FITTE Warm-up Cool-down RPE Muscular strength Muscular endurance SMART goal model ABC's of goal setting Benefits of setting goals Connection between nutrition/fitness Macro/micro nutrients Hydration Caloric intake/expenditure/calorie plan ABC's of goal setting -Access(what you need access to in order to reach your goal) -Baseline (starting point) -Contributing Factors Social/Genetic/personal factors Benefits of regular strength training SMART goal writing How the ABC's impact their own goals Resources/tools available to them Training principles and concepts How to put them plan into action</p>
Explanation/Example of Standard
<p>This course is designed for students interested in advancing their knowledge of strength training. Students in this course will apply fitness concepts and principles into the development of their own fitness program. This course enables students to set specific personal goals for themselves and work towards this goal in class.</p>

Common Misconceptions		
Strength training will make you have huge muscles, strength training is just for boys, achieving a fitness goal is easy, diet does not matter if you exercise/strength train, you must use weights if you want results, all equipment is the same not matter which gym you use, if I play sports I'm in shape and do not need to strength train		
Big Idea(s)	Essential Question(s)	
Fitness concepts, SMART goal setting, Factors that impact fitness level, Development of fitness plan, importance of diet	What are the different steps to creating my own fitness plan? How can I utilize fitness concepts and principles in my own fitness plan to improve my fitness level? What benefits would motivate me to pursue my fitness goals and help me stick with my plan? What factors would potentially impact or hinder my progress in my fitness plan?	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
Progression Specificity Overload FITTE Warm-up Cool-down RPE Muscular strength Muscular endurance SMART goal model ABC's of goal setting Benefits of setting goals Connection between nutrition/fitness Macro/micro nutrients Hydration Caloric intake/expenditure/calorie plan ABC's of goal setting -Access(what you need access to in order to reach your goal) -Baseline (starting point) -Contributing Factors Social/Genetic/personal factors Benefits of regular strength training SMART goal writing How the ABC's impact their own goals Resources/tools available to them Training principles and concepts How to put them plan into action	Define and differentiate progression, specificity and overload. Apply the FITTE principle to each muscular strength and muscular endurance. Critique their efforts against the RPE scale during a strength training workout Provide examples of warm-ups and cool down exercises for a workout. Identify and explain the different parts of the SMART goal model. Apply the SMART goal model to create their own strength training fitness goals Apply the ABC's of goal setting with the SMART goal model. Summarize the roles of different nutrients in my body and how they can impact my fitness progress. Utilize different online tools to help me determine my proper caloric intake and how to track it as well. Investigate the ABC's of my own fitness goals and use it to my advantage. Identify specific benefits of strength training that would motivate to work towards my goal(s). Design their own SMART goals for a fitness plan. Make the connection between the ABC's of goal setting and my own SMART goals. Formulate a strength training plan that applies the FITTE, specificity, progression and overload training principles.	

	<p>Access different online resources to help with my SMART goal plan.</p> <p>I can actively engage in my SMART goal plan and reflect upon it's effectiveness and make changes where necessary.</p>	
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Secondary Curriculum Maps



Cumberland Valley School District
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HS PE – Sports Performance

CVSD Physical Education Curriculum Map

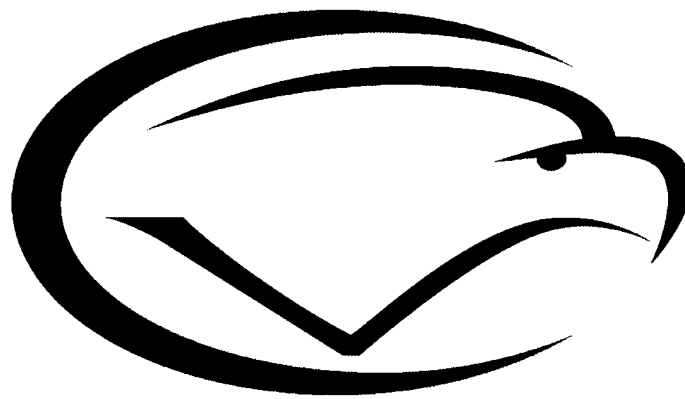
Sport Performance Course

CV Priority Standard/PA Academic Standard	
<p>Priority: 10.5.12.B - Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. • open and closed skills • short-term and long-term memory • aspects of good performance 10.5.12.E- Evaluate movement forms for appropriate application of scientific and biomechanical principles. • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 10.4.12.B- Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. • social • physiological • psychological Supporting: 10.4.12.A- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes lifelong participation. 10.4.12.C- Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity. • aging • injury • disease</p>	
Taught in Unit(s)	
Human Movement system, Psychological training, Resistance training, Speed, quickness and reactive training, Sport science, Sport nutrition, Goal setting, Physical and mental preparation	
Explanation/Example of Standard	
The course is designed to learn about the many aspects of sport performance. This will be done through evaluating the physical aspects of an efficient movement system and sport science. We will analyze the nature of psychological or mental preparation in sport. The PA state standards above will be used as a basis to delve deeply into optimal sport performance.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Exercise Metabolism Bioenergetics Human Movement System Sport Science Physical Training Psychological Preparation Sport Nutrition	How can the human movement system help or hinder my performance? How can improving my mental grit translate into optimal performance? How can nutrition help my performance? How do I use reflection and evaluation to learn and improve in my sport? What is my vision?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ol style="list-style-type: none"> 1. Biomechanics- the science concerned with the internal and external forces acting on the human body and the effects produced by these forces. 2. Human movement system 	<ol style="list-style-type: none"> 1. Assessment for optimum performance training (OPT) model 2. Myofascial release 3. Static stretching

3. Metabolism
4. Bioenergetics
5. Muscular Length-tension relationship
6. Arthrokinematics
7. Synergistic Dominance
8. Neuromuscular efficiency
9. Force-Couple- muscle groups moving together to produce movement around a joint. i.e. biceps and triceps.
10. Proprioception- the cumulative sensory input to the central nervous system from all mechanoreceptors that sense body position and limb movements.
11. Periodization- Training program that is divided into smaller progressive stage
12. Psychological
13. Mental mastery
14. Sports specific nutritional needs- Sport specific nutrient diet
15. Macronutrients and micronutrients
16. Hydration
17. Mental toughness
18. Confidence
19. Motivation - Intrinsic vs Extrinsic
20. Performance goals vs outcome goals
21. Mental Performance Pyramid
22. Dealing with Stress
23. Before, During, and After Performance Mindset
24. Self perceptions
25. Emotional Well being
26. Self Efficacy
27. Body Image
28. Concentration
29. Vision of near term goals
30. Strategy for goals
31. Persistence and grit
32. Reflection and evaluating performance for growth

4. Dynamic Stretching-
5. Cardiorespiratory fitness
6. Balance training
7. Resistance training.
8. Muscular endurance
9. Muscular hypertrophy
10. Strength
11. Diet assessment and design for sport specific requirements
12. Speed, agility, and quickness training
13. Reactive and plyometric training
14. Goal setting
15. Program development
16. Visualization/Mental Imagery

Secondary Curriculum Maps



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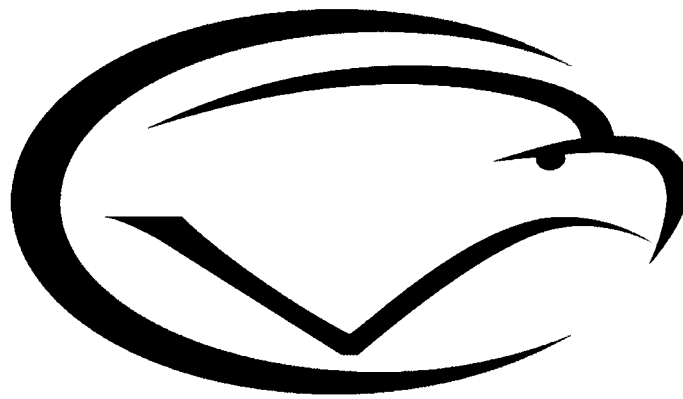
HS PE – Sports Leadership

CVSD Health and Physical Education Curriculum Map

Sport Leadership

CV Priority Standard/PA Academic Standard	
10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting 10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals. E. Analyze the interrelationship between	
Taught in Unit(s)	
Knowing oneself, Leadership styles, Leaders in Sport, Multipliers, Class Creativity Project	
Explanation/Example of Standard	
Students will examine and assess different leadership styles in a variety of situations	
Common Misconceptions	
Only extroverts make good leaders, people cannot do it without leaders, leaders have to know it all, leaders must make all of the decisions, leaders must manage everything	
Big Idea(s)	Essential Question(s)
Leadership styles Self Mastery Focus Power of People Power of giving Increasing return on Investment Multiplier Effect Talent Finding Liberating Challenging Building Community Leaders in Sport Student Centered Projects	What is my natural leading style? How can I master my leadership style? How can I lead without a title? How can I liberate and challenge people around me? Who in sport leadership do I admire and why? How can we be leaders in our school and community?
Assessments	
Formative assessments on reading, Talent finding assignment, Sport leadership presentation, Summative Class Creativity Project	
Concepts (what students need to know)	Skills (what students must be able to do)
Self mastery, Return on Investment, Focus, Execution, Giving vs. Receiving, Talent Finding, Liberating, Challenging, Building Community, Self Awareness, Managing Emotions, SWOT Analysis Autocratic, Democratic, Delegation, Transformational, Transactional	Determine their leadership style How to lead without a title How to find talent How to challenge those around them How to explore self mastery How to differentiate and recognize the best leadership style for the situation How to determine good leaders How to be a good follower and good leader

Secondary Curriculum Maps



Cumberland Valley School District
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HS PE – Nutrition

Nutrition Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>10.1.12B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • fitness level • health status • nutrition <p>10.1.12 C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • cost • consumer skills (e.g., understanding food labels, evaluating fads) • nutritional knowledge • changes in nutritional requirements (e.g., age, physical activity level) 	
Taught in Unit(s)	
Macro Nutrients, Healthy eating, My Plate, Calorie Plan, Caloric intake/expenditure, technology to help with personal nutrition, fad diets, supplements, FDA regulations, energy drinks, weight management programs	
Explanation/Example of Standard	
Students will evaluate their diet and exercise choices and the impact those may have on their health. Students will explore topics revolving around nutrients and the role those play on their personal nutrition as well as different types of technology and how it can help them track their caloric intake and expenditure. Additionally students will learn about different supplements and trends that they may encounter when researching about weight loss or management. They will practice identifying if these programs/products are effective and safe or if they are ineffective and nutritionally unsound. By the completion of the unit, students will be able to effectively analyze multiple aspects of nutrition and determine how their health is or will be affected.	
Common Misconceptions	
Fad diets are effective ways of managing weight, all teenagers should be eating the same amount of calories, Fat is unhealthy and you should not consume it. All supplements are safe.	
Big Idea(s)	Essential Question(s)
Students will gain a better of understanding of the nutrients in their food and what role those nutrients play in their body.	How can my choices about nutrition impact my overall wellness?
Students will analyze common misconceptions of fat.	What are physical and mental impacts of diet-related diseases and disorders?
Students utilize different forms of technology to determine their proper caloric intake, track their intake and expenditure.	How can my diet choices impact my overall health?

Students will compare and contrast different supplements, energy drinks and fad diets to determine its impact on their bodies.	What nutrients provide my body with energy? Muscle growth? Hydration? System maintenance?
Students will share in education each other about the nutrients and diet trends via unit projects.	What are the different kinds of fat? Should I be eating fat? Am I eating the right amount of calories? What changes have been made to the "food guide pyramid?" What is the difference between portion size and serving size? How do they both impact my caloric intake?

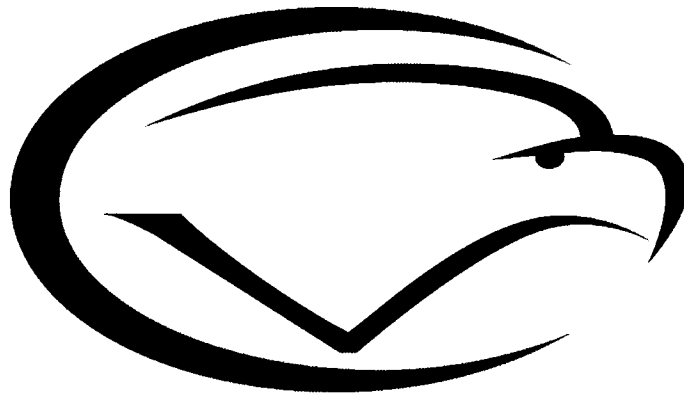
Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
The 6 major nutrients The role that each nutrient plays in our bodies The different kinds of fat Different components of a food label Definition of caloric intake My Plate from USDA Serving Size Portion Size Caloric intake Caloric Expenditure Serving Size/Portion Size How to access different apps and websites for nutrition and exercise purposes How to use the website to log their caloric intake and expenditure Definition of a fad diet Definition of a weight management program FDA Regulations about supplements Energy drinks Stimulants Amino Acids	Describe the role of each nutrient Analyze the different kinds of fat and effects it has on the body. Demonstrate understanding of the food label by identify the different nutrients as well as explaining the meaning of % daily value Utilize the USDA website to find identify their caloric intake and evaluate what their calorie plan means. Compare/Contrast the old FGP to My Plate Explain the difference between portion size and serving size. Define caloric intake and expenditure. Describe the importance of knowing the serving size and one's portion size when utilizing a nutrition app Access different nutrition related apps/websites that can help them with their diet and exercise habits Identify a fad diet Determine if a particular diet or program is safe and nutritionally balanced Describe what the FDA is and how they regulate supplements Identify key and potentially dangerous ingredients in an energy drinks

		Define the terms energy drink, stimulant and amino acid.
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Secondary Curriculum Maps



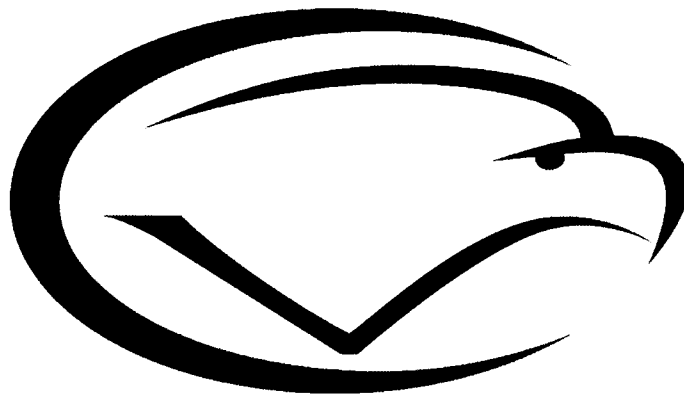
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HS PE – Net and Racquet Games

Net/Racquet Games Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>10.5.9 B Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement</p> <ul style="list-style-type: none"> • Response selection • States of learning a motor skill (i.e. verbal cognitive, motor, automatic) • Types of skill (i.e. discrete, serial, continuous) <p>10.5.12. F Analyze the application of game strategies for different categories of physical activities:</p> <ul style="list-style-type: none"> • Individual • Team • Life time • Outdoor 	
Taught in Unit(s)	
Volleyball, tennis, pickleball, badminton, table tennis	
Explanation/Example of Standard	
<p>There are many physical, social, and mental benefits to engaging in lifelong activities. Net & Racquet Sports is an elective course designed for students who are interested in expanding their knowledge and skills in a variety of individual and team net and racquet sports. They will be physically active during the majority of each class. The physical aspects of each sport along with strategy, communication, and teamwork will be discussed. Students will learn skills and strategies in a competitive setting and will demonstrate the proper use of sportsmanship and teamwork skills during game play. Examples of activities covered in this class are but are not limited to tennis, pickle ball, volleyball, ping pong and badminton.</p>	
Common Misconceptions	
<p>'Sports' are only for the super athletic individuals especially after you are out of highschool. Everyone knows how to play net/racket sports.</p>	
Big Idea(s)	Essential Question(s)
<p>Rules</p> <p>Skills</p> <p>Appropriate social and personal behavior</p>	<p>How can participating in lifelong physical activities benefit a person's overall well being?</p>
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Know what motor skills and movement patterns are needed to perform a variety of physical activity.</p> <p>Know movement concepts, principles, strategies and tactics that apply to different physical activities.</p> <p>Know what personal and social behavior are appropriate in physical activity settings.</p>	<p>Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activity.</p> <p>Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>

Secondary Curriculum Maps



Cumberland Valley School District
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HS PE – Movement Exploration

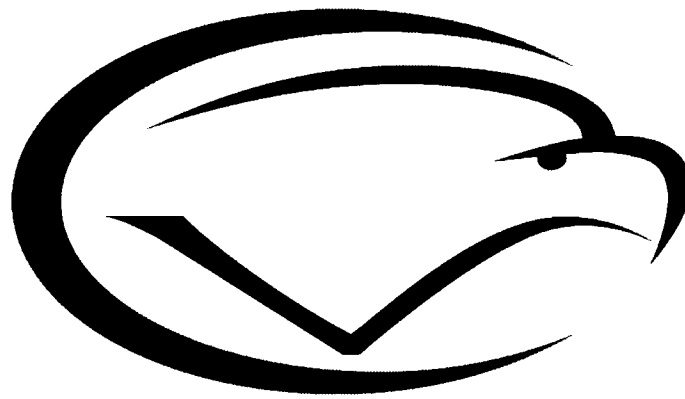
CVSD Health and Physical Education Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>10.5.12 A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.4.12 B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological 	
Taught in Unit(s)	
<p>Yoga Sun Salutation Power Yoga Pilates Body weight Strength Training Fitness Dance Contemporary/Modern Dance Concepts Skill related/health related components of fitness Personal goal setting concepts Core Strengthening exercises Breathing practices for relaxation Stress Management Positive/Negative Stress Coping Mechanisms Eustress/Distress Progressive Relaxation Mindfulness breathing/focus Mental Imagery</p>	
Explanation/Example of Standard	
<p>This course is designed for students who desire to be more physically active but in alternative kinds of ways. This course examines different movement types as well as providing insight into increasing focus and awareness of one's physical and mental awareness. This course will engage students into various types of exercise allowing them to explore the benefits of such exercise, the components of group fitness, communication and goal setting.</p>	
Common Misconceptions	
<p>Yoga is practiced because of religion, Yoga and Pilates is easy, Yoga and Pilates is just stretching and only helps flexibility, strength training with weights and equipment is the most effective, Dance is not exercise, mindfulness practice is religious meditation, the only exercise that relieves stress effectively is cardio exercise, core strength is to build stronger abs</p>	
Big Idea(s)	Essential Question(s)
Yoga, Pilates, body weight strength training, mindfulness, stress management, relaxation techniques	How can activities such as yoga, pilates, body weight strength training and dance increase my muscular endurance and flexibility?

	<p>How can I use a variety of physical activities for stress relief/management?</p> <p>How can progressive relaxation and mindfulness be incorporated into physical activity and reduce my stress?</p> <p>What benefits can I reap from regular engaging in explorative movement activities?</p>	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
Foundational poses/moves -sun salutations -the hundred -breathing inhale/exhale during yoga/pilates -physical/mental benefits of yoga and pilates Different styles of dance Different types of dance for fitness Benefits of dance for fitness level Resources to access to gain more knowledge about different dances Sequence of organizing a dance Exercises that use only body weight as resistance Exercises that use minimal equipment(ex.kettlebell, med ball versus a leg press machine) Benefits of body weight training Disadvantages/Advantages to other types of strength training Resources to find body weight exercises/workouts Creating body weight workouts to achieve personal goal. Different types of stress Good stress vs bad stress Relaxation vs sleep Progressive relaxation Mental imagery Mindfulness breathing practices Identifying and managing of stressors Positive coping mechanisms versus negative	Explain and demonstrate proper form of common yoga/pilates poses and exercises. Execute proper breathing during yoga and pilates practices Discuss and make connections between the practices we do in class and the benefits they could received from regular practice of yoga/pilates. Explain the different types and styles of dance Connect benefits with specific dance practices Access online resources that will help with dance basic and skills. Create a dance sequence. List and demonstrate a variety of body weight exercises. Generate a list multiple benefits of regularly engaging in body weight workouts and identify which one can act as motivators for me personally. Compare and contrast pros/cons of body weight strength training to other forms of strength training How and where to access sources for body weight work ideas. Create a workout(s) that will help reach personal goals Employ a personal workout that will allow me to reach my goal and benefit from it. Explain different types of stress that may occur different times in life. Explain the difference between eustress and distress. Identify personal stressors and ways of managing that stress Engage themselves in progressive relaxation practice Describe mental imagery and how it can be used to reduce stress/anxiety Describe mindfulness breathing practices and demonstrate how to execute these practices	

		Identify the positive and negative ways of dealing with stress	

Secondary Curriculum Maps



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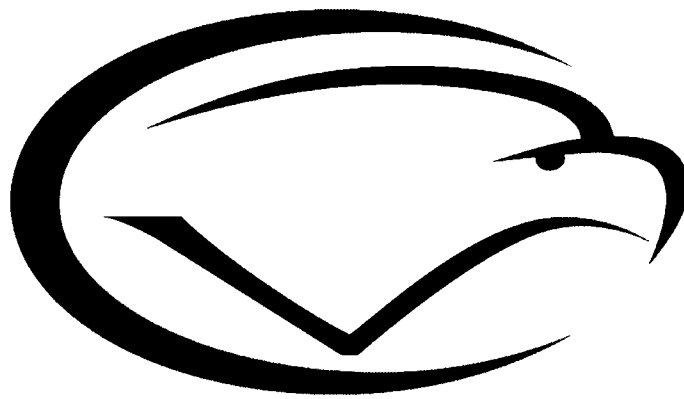
HS PE – Media Influences

CVSD Health and Physical Education Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>10.1.12 A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • health status • relationships (e.g., marriage, divorce, loss) <p>10.1.12 D. Evaluate issues relating to the use/non-use of drugs.</p> <ul style="list-style-type: none"> • psychology of addiction • social impact (e.g., cost, relationships) • impact on the individual <p>10.2.12 C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>	
Taught in Unit(s)	
<p>Media's impact on our relationships and sexuality Media's Influence on body image Media's messages about drugs and addiction Social Media</p>	
Explanation/Example of Standard	
<p>This course will explore a variety of ways that teen health is influenced through different sources of media such as advertisements, Facebook, Instagram and TV/celebrities. The emphasis will be on investigating ways teens can positively use these outlets to improve their own wellness and help them make healthy decisions in regards to body image, drug/alcohol use and sexuality.</p>	
Common Misconceptions	
<p>By teens: Media sources are always reliable and valid sources of information for health information. By adults: Social media can have damaging effects on teens' health and should not be used for information.</p>	
Big Idea(s)	Essential Question(s)
<p>Social Media Digital footprint Researching/Analyzing information to find valid sources Positive/Negative influences of media on decision making</p>	<p>How can the media influence the decisions we make about our relationships, sexuality, body image and drugs? Is the media's information valid and accurate? How can I make healthy choices with regard to these topics? How do I create a positive digital footprint?</p>
Assessments	
<p>See unit map for specific unit common assessments</p>	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Different forms of media teens are exposed to (books, advertisements, movies, social media) Different types of relationships (family, friends, love, lust)</p>	<p>Explore different types of media and their impact on individuals during different phases of their life.</p>

<p>The role of sexuality in the media</p> <ul style="list-style-type: none"> -Different forms of media that teens are exposed to -Difference between portrayal of female body image and male body image in the media -Ethnicity and body image -Sports and body image -Airbrushing -Campaigns, and legislation about media and body image -Quick fix products (wrapping, waist trainers, plastic suits, diet pills) <p>Fad diets/Dieting Trends</p> <p>Eating Disorders</p> <p>Drugs and alcohol use in the media (ex: tv shows)</p> <p>Phases of addiction- experimental, preoccupation, regular use, chemical dependence</p> <p>Risks associated with drug and alcohol use (physical, law, mental, financial)</p> <p>Social media's impact on drug use and alcohol use amongst teens.</p> <p>Reliable media sources for health information</p> <p>Relationships in media and their influence on us (face to face vs. screen)</p> <p>Using media to cultivate social and emotional skills</p> <p>Digital footprints challenges and opportunities</p> <p>Internet Etiquette</p>	<p>Analyze different shows and advertisements and how their methods of persuasion (humor, role model, contest, sex)</p> <p>Explain different types of relationships in the media.</p> <ul style="list-style-type: none"> -Identify different sources of media which students can get health information from (accurate and inaccurate) -Compare and contrast the differences in the portrayal of male and the female body in the media along with various factors that are associated with body dissatisfaction in males versus females -Be able to identify and discuss the standard of attractiveness standards differences between what is seen/heard in the media and what is reality -Describe the role that a person's ethnicity can play in the development of his or her body image -Evaluate the impact of popular sports on body image <p>Research and present different fad diets (pros, cons etc...)</p> <p>Survey and assess general on knowledge of weight related diseases</p> <p>Identify the risk factors and discuss preventative measures for weight related diseases</p> <p>Compare and contrast the difference of the phases of addiction.</p> <p>Investigate potential physical and mental risks associated with drug and alcohol use.</p> <p>Discuss and analyze law associated risks and the impact that will have on the individual and their relationships.</p> <p>Draw conclusions about social media's impact on drug use and alcohol use amongst teens.</p> <p>Identify reliable media sources for health information and how to access them</p> <p>Identify different sources of media which students can get health information from (accurate and inaccurate)</p> <p>Developing a digital footprint</p> <p>Explore positive ways to use media versus negative</p>
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Secondary Curriculum Maps



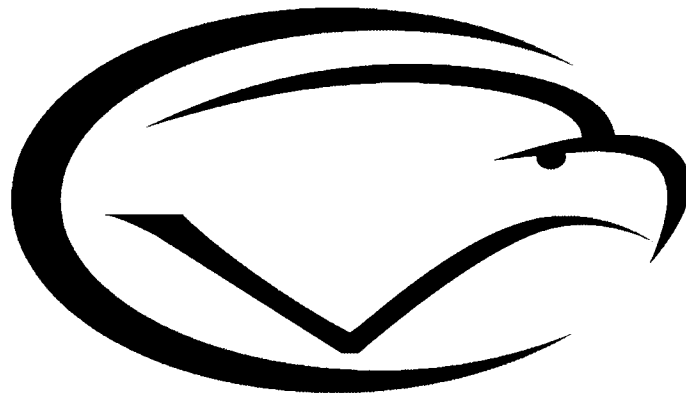
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HS PE – First Aid / CPR

CVSD Health and Physical Education Curriculum Map

CV Priority Standard/PA Academic Standard	
10.3.12 B Analyze and apply strategies for the management of injuries <ul style="list-style-type: none"> • CPR • Advanced CPR 	
Taught in Unit(s)	
CPR, First Aid	
Explanation/Example of Standard	
Knowing what to do in an emergency situation can mean the difference between life and death. 10.3.12 B Analyze and apply strategies for the management of injuries <ul style="list-style-type: none"> • CPR • Advanced first aid 	
Common Misconceptions	
Bystanders who make a mistake when administering CPR or first aid can be sued. Mouth-to-mouth resuscitation is required for CPR to be effective Using an AED machine is difficult to use	
Big Idea(s)	Essential Question(s)
Recognizing and emergency Properly administering first aid and CPR Proper use of an AED machine	What are the proper procedures for administering first aid and CPR?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
How to recognize an emergency How to properly administer the proper steps of care How to reduce the risk of disease transmission when giving care The proper procedures for rendering first aid care How to conduct a S.A.M.P.L.E. interview	Demonstrate how to perform CPR Demonstrate the use of an AED Demonstrate how to control bleeding Demonstrate how to splint a muscle, bone or joint injury Conduct a S.A.M.P.L.E interview

Secondary Curriculum Maps



Cumberland Valley School District
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HS PE – Adventure Education

Adventure Education Curriculum Map

CV Priority Standard/PA Academic Standard	
<p>10.2.12.E. Analyze the interrelationship between environmental factors and community health. • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/ health status</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities. • shared responsibility • open communication • goal setting</p> <p>10.5.12.F Analyze the application of game strategies for different categories of physical activities. • individual • team • lifetime • outdoor</p>	
Taught in Unit(s)	
Team Building, Hiking and Backpacking, Water Adventure, and Outdoor Pursuits	
Explanation/Example of Standard	
<p>This course is designed to give the student the necessary skills to pursue outdoor adventure sports safely and confidently. Students will experience a variety of outdoor units including hiking/backpacking, canoeing/kayaking, rock climbing, mountain biking, and team building. The units will prepare the student with the necessary skills to participate in these activities, how to prepare physically to meet the demands of these activities, how to work together to enjoy these activities, and where to go to enjoy these activities.</p>	
Common Misconceptions	
Outdoor education is not safe. Outdoor education is not for the traditional athlete.	
Big Idea(s)	Essential Question(s)
<p>Using gear safely and correctly</p> <p>Working cooperatively to reach goals</p> <p>The skills needed to safely and effectively participate in the selected activities.</p> <p>The training and fitness needed to safely and effectively participate.</p> <p>The impact we have on the environment.</p> <p>The impact the environment has on us.</p>	<p>Why is support from the group important when trying something new?</p> <p>How can having fun help you to learn?</p> <p>What makes a group that reaches its goals successful?</p> <p>What skills must I learn to be able to enjoy a camping trip?</p> <p>How can camping impact my life?</p> <p>How can I minimize my impact on the natural world?</p> <p>How do I connect with nature?</p> <p>How do I use a map and compass to follow a route?</p> <p>How do I use a GPS to mark waypoints and find my target destination?</p> <p>How can navigation skills help me in my everyday life?</p> <p>Why do I want to have a backcountry experience?</p> <p>How can the proper equipment make my experience enjoyable?</p> <p>What skills do I need to master in order to be fully prepared for a wilderness experience?</p> <p>What skills must I learn to safely and successfully engage in paddle powered boating?</p> <p>How can learning these skills create a positive adventure experience?</p>

	<p>How do I stay safe and have fun while paddling on flatwater and whitewater?</p> <p>How do I choose the right equipment for me?</p> <p>How do I maintain my bike?</p> <p>What skills must I master to enjoy riding a mountain bike on the trails?</p> <p>How can I help mountain biking in our area?</p> <p>How can understanding thermoregulation help me to stay safe and comfortable in the outdoors?</p> <p>What will happen if I do not stay properly hydrated?</p> <p>How do I maintain my energy level during a prolonged outdoor experiences?</p> <p>What are the hazards I need to be aware of and how do I avoid putting myself in harm's way?</p> <p>What is the most appropriate risk model to apply in my situation?</p> <p>What are the procedures for responding correctly in emergency situations?</p> <p>How do I become more efficient and accurate throwing a disc?</p> <p>How can I help my team be successful in Ultimate Frisbee?</p> <p>When and where can I use my disc skills outside of school?</p>
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Assessments

See unit map for assessment names and assessment folder to view assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Personal Readiness Social Responsibility Leadership Group Goals Cooperation Communication Fun Risk taking Full Value Contract Social skills and etiquette of camping Risk management of camping in groups Proper use and care of equipment Safety Navigation skills Ethical practices in wilderness No trace camping Fitness training for hiking/backpacking Trip preparation Parts of canoe and kayak Strokes for maneuvering watercraft Flat water boating Whitewater boating	Respectfully communicating in a group Cooperating with others to accomplish a group goal Establish group goals through effective communication Create a positive environment to learn and share Push comfort zones Have fun so learning can take place Leadership skills Camp site selection Knots and ropes Building and setting up shelters Making fires and using stoves Food preparation and menu planning Trip planning To properly hold and orient a map Identify parts of the compass Know directions and degrees on compass dial To follow a bearing using a compass To read a topographical map To use a UTM grid To use a GPS Selecting the proper equipment

Bike maintenance/parts Environmental awareness Riding in groups Mountain biking etiquette Where to ride Thermoregulation Heat loss/production Hydration Energy management/Caloric intake Water purification Eye, foot, and skin care Land hazards Water hazards Weather hazards Emergency procedures Risk management plans Wilderness first aid Throwing a disc Catching a disc Disc golf rules and strategies Where to do disc activities in our area Ultimate Frisbee rules and strategies	Train for hiking/backpacking Fire building and lighting Setting up camp Preparing meals No trace camping and personal care in camp Hiking /backpacking on a trail Paddling (strokes) technique Entering and exiting the canoe/kayak Rescues Selecting the correct equipment Bike maintenance Sizing bike and safety gear Identifying and maintaining parts of bike Changing gears efficiently Ascending and descending hills with and without obstacles. Hopping logs and other obstacles Riding safely Proper layering of clothes Skills to stay warm- fire, shelter, avoid prolonged exposure Staying properly hydrated Purifying water Appropriate amounts of calorie intake Nutritious meal planning Proper care of blisters, skin, and eyes Understanding and reading different hazards Rescues in a variety of conditions Applying risk models Reading the weather Backhand throws Forehand Throws Overhead throws Catching the dic Playing disc golf Scoring for disc golf Team strategies for Ultimate Playing offense in Ultimate Playing defense in Ultimate
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