

Jemez Valley Public Schools
HIGH SCHOOL PHYSICAL EDUCATION • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
9-12 Content Map			
Standard I: Demonstrates competency in many movement forms and proficiency in a few movement forms			
Identify and analyze the critical elements contained in the preparatory, action and follow through phases of movement.	Evaluate skills based on self, peer and teacher feedback while utilizing sound principles of biomechanics.	Modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement.	
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Standard II: Applies movement concepts and principles to the learning and development of motor skills.			
Explain and demonstrate motor learning cues to help regulate their physical performance. Introduce critical elements contained in the preparatory action and follow-through phases of movement by participating in the movement form and utilizing sound principles of biomechanics.	Explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process. Identify and analyze the critical elements contained in the preparatory action and follow-through phases of movement by observation and participation	Apply biomechanical concepts while identifying basic biomechanical principles of movement (leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque). Evaluate movement based on self, peer, and teacher observation and feedback while utilizing sound principals of biomechanics.	Identify and utilize biomechanical, motor development, exercise physiology, and motor learning concepts to learn and improve skills. Utilize principles of biomechanics to guide future improvement based on self, peer and teacher observation.
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Standard III: Exhibits knowledge and ability to participate in a physically active lifestyle.			
Participate in health and fitness pre-assessment, and identify realistic personal goals based on assessments.	Maintain a personal fitness program by using exercise strategies (goal statements, graphs, charts, software, log books). Create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes.	Use technology and scientific methods to collect data in order to analyze personal physical activity patterns (pedometers, heart rate monitors, Activity-Gram). Track, identify and draw conclusions about personal nutrition and physical activity and how it relates to their personal health. Identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan.	Students will analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness. Demonstrate an understanding of chronic sedentary diseases and at-risk behaviors as they pertain to health-related fitness (smoking alcohol consumption, drug use). Determine success level of personal goals, and make modifications to enhance a physically active lifestyle.

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Standard IV: Achieves and maintains a health enhancing level of physical fitness.			
	<p>Maintain a personal fitness program by using exercise strategies.</p> <p>Demonstrate a knowledge base on training principles.</p> <p>Create a scientifically based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan.</p>	<p>Demonstrate the ability and knowledge to self-assess health-related fitness goals based upon criterion.</p> <p>Develop strategies for achieving and maintaining a personal fitness program.</p>	<p>Provide rationale for the use of scientific concepts in the development of their fitness program.</p> <p>Provide rationale for the frequency, intensity, time and type principles</p>
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Standard V: Demonstrates responsible personal and social behavior in physical activity settings.			
<p>Adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment, facilities and emotional safety for selves and others.</p> <p>Apply appropriate etiquette in all situations and activities.</p> <p>Follow general classroom and specific activity rules to insure physical and emotional safety.</p>	<p>Demonstrate the ability to make responsible decisions regardless of peer pressure.</p> <p>Accept consequences of personal choices</p> <p>Demonstrate the ability to make responsible decisions regardless of peer pressure or situation.</p> <p>Accept consequences of personal choices.</p>	<p>Openly discuss conflicts with the teacher and others involved while using conflict resolution skills.</p>	<p>Distinguishes between group member roles, leadership and follower-ship and act accordingly to accomplish group goals.</p>
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Standard VI: Demonstrates understanding and respect for differences among people in physical activity settings			
<p>Discuss why social differences and other aspects keep young adults from participating in an active lifestyle.</p> <p>Acknowledge the attributes that individuals with differences bring to a group</p> <p>Display a sensitive attitude and a willingness to participate with others in physical activities.</p>	<p>Recognize that media messages are trying to sell products.</p> <p>Know that billboards, magazines and television will show idealistic body types.</p> <p>Critically analyze advertising messages..</p>		

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Standard VII: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.			
<p>Select activities that are enjoyable and promote fitness.</p> <p>Identify activities that best fit their individual needs.</p>	<p>Choose activities outside school that provide challenges and social interaction.</p> <p>Recognize intrinsic value of physical activity.</p>	<p>Identify key reasons to develop and maintain physical activity and healthy eating habits.</p> <p>Recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health.</p> <p>Reflect on reasons for choosing to participate in selected physical activity.</p>	<p>Identify barriers and enablers to regular physical activity specific to his/her situation.</p> <p>Create a time management plan to facilitate regular physical activity participation.</p>