

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



**Curriculum Guide for Course: Physical Education**

**Grade: 10**

## Program of Studies

This course is required for all sophomores. It encourages students to work together in a cooperative manner to accomplish a common goal. It is designed to increase self-confidence, develop communication skills, enhance mutual support for each other, gain better appreciation of individual differences, gain trust in oneself and others, and foster better cooperation in a group. CPR certification will also be provided for students during this course.

## National Standards

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

<https://www.shapeamerica.org/standards/pe/>

## Skills

### Students Will Be Able To:

- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Understand the importance of having a positive support system.
- Understand the importance of personal characteristics such as respect, responsibility, teamwork, honesty, leadership, communication...etc.
- Understand that characteristics discovered during the Adventure Activities/Challenge Course can be transferred to other areas of life (school, work, family, and athletics).
- Understand the importance of a Full Value Contract—a 'contract' amongst each individual group, created by the group, designed to cover all their needs including well defined elements of how they will operate as a group and as individuals
- Know how to set appropriate individual and group goals.
- Understand the importance of challenging oneself and the term "Challenge by Choice."
- Understand the difference between perceived and actual risks and between physical and emotional risks.
- Understand that there are numerous ways to solve a problem.
- Understand that failure is OK – learn from your mistakes and the mistakes of others.
- Understand the importance of using commands before each high element.
- Understand the importance of all safety checks in the Challenge Course.
- Understand the importance of being open to others' ideas/outputs.



## Units

## Essential Questions

## Key Activities

**1. Ground Game Activities:** In this unit of instruction, all students will be able to develop a 'sense of community' and begin to work on essential group task skills.

- Why are project adventure skills beneficial?
- What are project adventure skills?
- How do they pertain to real life situations?

*Key activities may include: Web Cube, Code Breaker, Group Juggle, Cross the River, Full Value Contract.*

**2. Low Element Activities:** In this unit of instruction, all students will be able to expand on their group task skills and further develop their trust within the group so that healthy risks can be taken for personal and group challenges.

- What does 'Challenge by Choice' mean?
- What does leadership look like?
- What does an effective leader look like?

*Key activities may include: Whale Watch, Mohawk Walk, Triangle Traverse, Tension Traverse, Fidget Ladder, Low Log, All Aboard.*

**3. High Element Activities:** In this unit of instruction, all students will be able to challenge themselves on high elements or challenge themselves to help those who wish to take a high element challenge.

- What does 'Challenge by Choice' look like?
- What is a support system?

*Key activities may include: Harness Safety, Climbing Commands, Belay Team, Multivine, Centipede, Climbing Wall.*

**4. CPR:** In this unit of instruction, all students will be able to understand the importance of, as well as, demonstrate the skills involved with CPR, AED use, and helping a choking person.

- When there is an emergency situation (home, school, natural disasters, etc.) what are appropriate ways to respond?
- What are safe behaviors to minimize risk and prevent injury to self and others?

*Key activities may include: Practicing the compression and breathing skills; combining those skills into correct ratios; assessing a scene to see if and how help is needed.*



STUDENTS WILL  
**DEVELOP**  
MOTOR SKILLS  
*and*  
MOVEMENT PATTERNS.



STUDENTS WILL  
**APPLY NEW**  
MOVEMENT CONCEPTS  
*to*  
**LEARNING**  
PHYSICAL ACTIVITIES.



STUDENTS WILL  
**PARTICIPATE**  
REGULARLY  
*in*  
**PHYSICAL**  
ACTIVITY.



STUDENTS WILL  
**ACHIEVE**  
*and*  
**MAINTAIN**  
PHYSICAL  
FITNESS.



STUDENTS WILL  
**APPRECIATE**  
PHYSICAL ACTIVITY  
*through*  
HEALTH, ENJOYMENT,  
**CHALLENGE &**  
SOCIAL INTERACTION.



STUDENTS WILL  
**EXHIBIT RESPECT**  
*for*  
**SELF & OTHERS.**