

# Waterford Public Schools



## K-12 Physical Education Curriculum

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## **REVISION COMMITTEE MEMBERS**

Kathy Cavasino	Waterford High School
Pat Fedor	Principal, Great Neck Elementary School
Megan Gwudz	Waterford High School
Ed Kolnaski	Great Neck Elementary School
Tim Kolnaski	Quaker Hill Elementary School
Chris Landry	Department Chairperson, Waterford High School
John Luzzi	Clark Lane Middle School
Paul MacDonald	Elementary Physical Education (Adaptive)
Linda Markesich	Grades K-8 Curriculum Leader, Clark Lane Middle School
Craig C. Powers	Assistant Superintendent
Linda Roselund	Oswegatchie Elementary School
Bill Slocum	Clark Lane Middle School
Andrew Walker	Clark Lane Middle School

## **NATIONAL AND STATE OF CONNECTICUT PHYSICAL EDUCATION 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 the 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.**

## PHYSICAL EDUCATION CURRICULUM GRADES K-5 OVERVIEW

The Elementary Physical Education Curriculum encourages a healthy lifestyle providing opportunities to:

- Experience movements and movement patterns in relationship to wellness.
- Perform a variety of motor skills in relationship to physical activities.
- Understand rules, safety practices and procedures during physical activities
- Appreciate engaging in daily physical activities.
- Maintain a healthy enhancing level of physical fitness.
- Participate in Project Adventure and cooperative activities which increase confidence through personal and group challenges.
- Exhibit responsible personal and social behavior.
- Modify all activities to meet each individual learners needs as directed by their IEP, 504 or EIP.

The Waterford Public Schools' Physical Education Curriculum is based on National and Connecticut Content Standards. Experience in each of the content areas is vital to the physically literate individual developing a healthy lifestyle. Special focus areas are outlined as follows:

### Kindergarten, Grade 1 and Grade 2

- Safety
- Sportsmanship
- Locomotor and Non-locomotor
- Manipulative Skills (throwing, catching, bouncing, kicking, etc.)
- Climbing Apparatus
- Low Organizational Games and Activities

### Grade 3, Grade 4 and Grade5

- Sports Related Skills
- Modified Sports Related Games and /activities
- Physical Fitness Assessments
- Cooperative Activities

## PHYSICAL EDUCATION CURRICULUM GRADE K

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

The physically literate individual will...

- demonstrate locomotor movements such as walking, galloping, jumping, etc.
- demonstrate non-locomotor movements such as bending, stretching, twisting, etc.
- combine sequences of several motor skills in an organized way.
- identify the difference between personal and general space.
- identify body parts and how they move.
- understand different movements can occur in relation to self, others and obstacles.
- show ways to move safely during physical activity.
- acquire initial gross and fine motor skills needed for engagement in developmentally appropriate physical activities.
- participate initially in low organized games/activities and cooperative games/activities.
- receive modifications/individualized instructions based on each individual learner's needs.

Main Objectives for Grade K Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Performs locomotor skills (galloping, running, sliding) while maintaining balance.	X	>	>
Performs locomotor skills (hopping, jumping, skipping) while maintaining balance.		X	>
Maintains stills on different bases of support.	X	>	>
Forms wide, narrow, curled and twisted body shapes.		X	>
Throws underhand with opposite foot forward.	X	>	>
Drops a ball and catches it		X	>
Dribbles a ball with one hand		X	>
Taps a ball using the inside of the foot, sending it forward.	X	>	>
Kicks a stationary ball from a stationary position	X	>	>
Volleys a lightweight object, sending it upward			X
Executes a single jump rope with a self-turned rope	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE K

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

The physically literate individual will...

- understand the difference between personal and general space.
- identify body parts and how they move.
- show ways to move safely during physical activity.
- begin to use initial movement vocabulary.
- meet physical education expectations based on individual learning style.

Main Objectives for Grade K Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Differentiates between movement in personal (self-space) and general space.	X	>	>
Moves in personal space to rhythm.		X	>
Travels in three different pathways.		X	>
Travels in general space with different speeds.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE K

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

The physically literate individual will...

- demonstrate an understanding that physical activity is beneficial to good health.
- demonstrate an understanding that different physical activities have different effects on the body.
- recognize effects of physical activity and exercise on the body such as increased heart rate, breathing, etc.
- use words, symbols and other media to express feelings and sensations about physical activity (thumbs up, iPads, full gas tank)
- engage in physical activity that promotes life-long healthy fitness.
- participate in physical activities based on their physical, emotional and intellectual disabilities.

Main Objectives for Grade K Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Identifies active play opportunities outside physical education class.	X	>	>
Actively participates in physical education class.	X	>	>
Recognize that when you move fast, your heart beats faster and you breathe faster.		X	>
Recognize that food provides energy for physical activity.			X
Recognizes physiological indicators (heart rate, body temperature, perspiration, thirst) of exercise during and after physical activity.	X	>	>
Demonstrates understanding of the relationship between activities and physical fitness components (muscle strength, flexibility).		X	>



## PHYSICAL EDUCATION CURRICULUM GRADE K

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

The physically literate individual will...

- show safe behavior for self and towards others during physical activity.
- exhibit respectful and appropriate behavior to peers and adults in the physical education environment.
- work cooperatively and appreciate diversity during physical activity.
- explore initial conflict resolution strategies during physical activity such as rock paper scissors.

Main Objectives for Grade K Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Follows directions in a group setting.	X	>	>
Acknowledges responsibility for behavior when prompted.	X	>	>
Shares equipment and space with others.	X	>	>
Follows teacher direction for safe participation and proper use of equipment.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE K

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

The physically literate individual will...

develop positive feelings about being physically active and make the connection between physically active and fun.

identify activities that are personally enjoyable.

demonstrate appropriate social interaction with peers during physical activity.

recognize that physical activity is beneficial to good health.

enhance self-esteem by participating in physical activity.

Main Objectives for Grade K Standard 5	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Recognizes that physical activity is important for good health.	X	>	>
Acknowledges that some physical activity are challenging.		X	>
Identifies physical activities that are enjoyable.	X	>	>

# PHYSICAL EDUCATION CURRICULUM

## GRADE 1

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

The physically literate individual will...

refine body movements.

understand non-locomotor movements exist in contrast to locomotor movements (bending vs crawling).

understand individual student practice assists to refine motor skill performance.

experience different ways to propel, control and receive a variety of manipulatives.

participate in low organized activities/games and cooperative activities/games.

combine more than one motor movement.

Main Objectives for Grade 1 Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Performs locomotor skills (hop, gallop, slide) using a mature pattern.	X	>	>
Demonstrates two-footed takeoff and landing on horizontal and vertical planes.		X	>
Combines locomotor and non-locomotor skills in dance.		X	>
Maintains stillness on different bases of support with different body shapes.		X	>
Transfer weight from one body part to another.	X	>	>
Rolls sideways in a narrow body shape (log roll).	X	>	>
Throws underhand at a target.	X	>	>
Throws overhand with opposite foot forward.	X	>	>
Catches a soft object from a self-toss before it bounces.	X	>	>
Catches a variety of sized manipulatives tossed by a thrower.		X	>
Dribbles continuously in self-space using the dominant hand.		X	>
Taps/dribbles a ball using the inside of the foot while walking in general space.	X	>	>
Approaches a stationary ball and propels it forward.	X	>	>
Volleys an object with open palm sending it upward.			X
Demonstrates twisting, curling, bending and stretching actions.	X	>	>
Strikes a manipulative with an implement sending it upward.			X
Jumps a self-turned rope consecutively forward and backward.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 1

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

The physically literate individual will...

apply movement concepts (body, space, force) to a variety of locomotor, non-locomotor and manipulative skills.

develop movement sequences for use in low organized activities/games.

comply with rules and regulations for low organized activities/games.

develop an understanding of cooperation and competition concepts.

Main Objectives for Grade 1 Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Moves in self-space and general space.	X	>	>
Travels demonstrating low, middle and high levels.	X	>	>
Travels demonstrating a variety of relationships with objects (over, under, around).	X	>	>
Differentiates between fast and slow speeds and strong and light force.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 1

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

The physically literate individual will...

understand how a sequence of several motor skills are implemented during a variety of different physical activities.

establish a foundation for continued motor skill acquisition.

understand components of physical fitness (flexibility, muscle strength, muscle endurance).

describe feelings about effects on body both before and after exercise.

Main Objectives for Grade 1 Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Discuss the benefits of being active.	X	>	>
Actively engages in physical education class.	X	>	>
Engages in extracurricular activities (sports, dance, biking).	X	>	>
Identifies the heart as a muscle that grows stronger with exercise and physical activity.	X	>	>
Identifies teacher selected muscles of the body.	X	>	>
Discuss activities that improve muscle strength, flexibility.			X
Differentiate between healthy and unhealthy foods.		X	>

## PHYSICAL EDUCATION CURRICULUM GRADE 1

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

The physically literate individual will...

- demonstrate cooperative behavior such as sportsmanship, teamwork and tolerance.
- respond appropriately to general feedback from adults (quiet signal).
- accept inclusion of all individuals.

Main Objectives for Grade 1 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Accepts personal responsibility by using equipment and space appropriately.	X	>	>
Follows the rules of the learning environment.	X	>	>
Works independently with others in a variety of class environments (small vs large groups).	X	>	>
Recognize established protocols during class activities (cheering, booing, etc.).	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 1

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

The physically literate individual will...  
 recognize the difference between physical activity intensity on the body.  
 experience personal challenges through physical activity.

Main Objectives for Grade 1 Standard 5	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Identify physical activity as a component of good health.	X	>	>
Describe positive feelings from participating in physical activity (how).		X	>
Discuss personal reasons for enjoying physical activities (why).		X	>

## PHYSICAL EDUCATION CURRICULUM GRADE 2

<b>STANDARD #1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>
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The physically literate individual will...

understand body movements are impacted by space (direction and level), time (speed), force (heavy/light, strong/weak) and flow (interrupted or sustained).

understand the initial use of multi-step directions for more complex motor skills.

understand initially, that managing manipulatives during group activities can be impacted by varying factors, such as individual differences, group dynamics, rules and guidelines of activities.

introduce and participate in additional organized activities/games and cooperative activities/games.

Main Objectives for Grade 2 Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Skips using a mature pattern.	X	>	>
Travels showing differentiation in speed while running.	X	>	>
Balance on different bases of supports combining levels and shapes.		X	>
Rolls in different directions (log roll).		X	>
Differentiate between an underhand throw, overhand throw and rolling a manipulative.	X	>	>
Catches a self-tossed or thrown manipulative with hands.	X	>	>
Dribbles using dominant hand while walking in general space.		X	>
Dribbles with the feet in general space with control of body and ball.	X	>	>
Uses a continuous running approach to kick a moving ball.	X	>	>
Volleys an object upward with consecutive hits.			X
Strikes an object upward with an implement with consecutive hits.			X
Jumps a self-turned rope consecutively with variation (speed, one-footed, etc.).	X	>	>



## PHYSICAL EDUCATION CURRICULUM GRADE 2

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

The physically literate individual will...

understand cooperation and competition requires differentiation between acceptable and unacceptable behaviors.

understand strategies for low organized game play.

combine locomotor skills to include levels and pathways (obstacle course, dance).

Main Objectives for Grade 2 Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Vary time and force in general space while using locomotor skills.	X	>	>
Uses the concept of muscle tension while balancing (yoga, dance).		X	>
Demonstrate game play strategies during low organized activities (tag).	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 2

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

The physically literate individual will...

demonstrate an understanding that skills acquired in Physical Education are applicable in all settings.

share knowledge and experience of their extra-curricular physical activities.

understand that personal limitations do not impact the need for physical fitness.

Main Objectives for Grade 2 Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Describe how physical activities in physical education class are utilized outside of class.	X	>	>
Discuss with group their personal experience with physical activity that they engage in outside of school to stay active.	X	>	>
Recognize the balance of good nutrition with physical activity.		X	>
Identify physical activities that contribute to physical fitness.		X	>

## PHYSICAL EDUCATION CURRICULUM GRADE 2

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

The physically literate individual will...

demonstrate an understanding of safe practices, etiquette and positive social interaction during physical activities.

demonstrate behaviors that are sensitive to similarities and differences in student population.

Main Objectives for Grade 2 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Practices skill with minimal teacher prompting.	X	>	>
Accepts responsibility for class protocol with behavior and performance actions.	X	>	>
Works independently with others in partner environments.		X	>
Recognizes the roles of rules and etiquette in physical activities and games.		X	>
Works independently and safely during physical activity and with equipment.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 2

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

The physically literate individual will...  
 express feelings about participating in physical activity.  
 understand healthy balance practices.

Main Objectives for Grade 2 Standard 5	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Recognizes the value of healthy balance	X	>	>
Compares physical activities that bring confidence and challenge	X	>	>
Identifies physical activities that provides self-expression			X

## PHYSICAL EDUCATION CURRICULUM GRADE 3

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

The physically literate individual will...

- apply multi-step directions producing more complex motor skills.
- practice of managing manipulatives during group activities which are impacted by varying factors such as individual differences, group dynamics, rules and guidelines of activities.
- acquire basic skills for a few specialized movement forms.
- understand gravity impacts balance and movement.
- demonstrate how to transfer one's body weight.
- involved in complex organized sport based games/ activities and cooperative activities/games.

Main Objectives for Grade 3 Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Leaps using a mature pattern.		X	>
Travels showing differentiation between jogging and sprinting.	X	>	>
Jumps and lands in horizontal and vertical planes using a mature pattern.		X	>
Performs sequence of locomotor skills transitioning from one skill to another smoothly.	X	>	>
Throws underhand to a partner or a target with reasonable accuracy.	X	>	>
Throws overhand demonstrating a mature pattern.	X	>	>
Catches a tossed manipulative from partner with reasonable accuracy.	X	>	>
Dribbles and travels in general space at slow to moderate speed with control of ball and body (hand).		X	>
Dribbles and travels in general space at slow to moderate speed with control of ball and body (feet).	X	>	>
Receives and passes a ball with the inside of the feet with a stationary partner.	X	>	>
Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air.	X	>	>
Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net to the wall or over the line to a partner.			X
Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time and flow).	X	>	>
Combines balance and weight transfers with movement concepts (obstacle course).	X	>	>
Strikes an object with an implement, sending it forward over a low net or to a wall.			X
Strikes a manipulative with an implement sending it forward while using proper grip (hockey stick, bat, golf club, racket).			X
Performs intermediate jump roping skills with short rope.	X	>	>
Jumps a long jump rope with student turners.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 3

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

The physically literate individual will...

- refine use of strategies of low organized game play.
- understand use of multi-step movement vocabulary (dribble and shoot).
- demonstrate rules, safety practices and procedures of different activities/games.
- participate in sport-based game play.

Main Objectives for Grade 3 Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Recognize the concept of open spaces in a movement concept	X	>	>
Recognize locomotor skills specific to a wide variety of physical activities	X	>	>
Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher.	X	>	>
Applies simple strategies and tactics in chasing and fleeing activities	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 3

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

The physically literate individual will...

understand how a variety of physical activities will promote physical fitness.

share their knowledge of how physical fitness components transfers to daily physical activities.

demonstrates the health related fitness components of the Ct State Fitness Assessment and other physical fitness assessments.

Main Objectives for Grade 3 Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Charts participation in physical activities outside physical education class.		X	>
Identifies physical activity benefits as a way to become healthier.	X	>	>
Describes concepts of fitness and provides examples of physical activity to enhance fitness.		X	>
Recognize the importance of warm-up and cool-down relative to vigorous physical activity.	X	>	>
Demonstrates with teacher direction the Ct State Fitness Assessment. other physical fitness assessments and health related fitness components.	X	>	>
Identifies foods that are beneficial for pre-and post-physical activity.		X	>

## PHYSICAL EDUCATION CURRICULUM GRADE 3

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

The physically literate individual will...

- begin to work independently and productively to complete given tasks.
- demonstrate positive feedback to others.
- understand etiquette used during specific sports.

Main Objectives for Grade 3 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Exhibits personal responsibility in teacher directed activities.	X	>	>
Works independently for extended periods of time.	X	>	>
Accepts and implements corrective teacher feedback.	X	>	>
Works cooperatively with others.	X	>	>
Praises others for their success in movement performance.	X	>	>



## PHYSICAL EDUCATION CURRICULUM GRADE 3

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

The physically literate individual will...

- understand skill practice improves competence in skill performance.
- accept trying new activities.
- understand the relationship between physical activity and the maintenance of good health.
- understand that maintaining good health is a personal responsibility.

Main Objectives for Grade 3 Standard 5	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Discuss the relationship between physical activity and good health.	X	>	>
Discuss the challenge that comes from learning a new physical activity.	X	>	>
Reflect on the reason for enjoying selected physical activities.	X	>	>
Describe the positive social interactions that come when engaged with others in physical activity.	X	>	>

# PHYSICAL EDUCATION CURRICULUM

## GRADE 4

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

The physically literate individual will...

explore and adapt fundamental movement skills in different environments.

practice specialized movement patterns.

understand physical activities have increasingly complex rules, guidelines and strategies.

participate in a variety of complex sport based games/activities and cooperative games/activities.

recognize manipulatives become specialized as activities increase in complexity.

Main Objectives for Grade 4 Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Uses various locomotor skills in a variety of physical activities.	X	>	>
Runs for distance using a mature pattern.	X	>	>
Combines travelling with manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small sided practice tasks.	X	>	>
Throws overhand using a mature pattern in non-dynamic environments.	X	>	>
Throws overhand to a partner or at a target with accuracy at a reasonable distance.		X	>
Throws to a moving partner with reasonable accuracy in a non-dynamic environment.			X
Catches a thrown ball above the head, at chest/waist level and below the waist.	X	>	>
Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.		X	>
Dribbles in general space with control of ball and body while increasing and decreasing speed.		X	>
Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.	X	>	>
Receives and passes a ball with the insides of the feet to a moving partner.	X	>	>
Receives and passes a ball with the outsides and insides of the feet to a stationary partner "giving" on reception before returning the pass.	X	>	>
Dribbles with hand/feet combination with other skills (passing, receiving, shooting).	X	>	>
Kicks along the ground, in the air and punts using mature pattern.	X	>	>
Underhand volleys using a mature pattern in a dynamic environment (4-square).			X
Strikes an object with an implement while demonstrating a mature pattern for body orientation, swing plane and follow through).			X
Strikes an object with an implement alternating hits with a partner over a low net or against a wall.			X
Combines travelling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice task environments.	X	>	>
Create a jump rope routine with either a short or long rope.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 4

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

The physically literate individual will...

demonstrate an understanding of one's body and how it moves, what it does, how it performs movements and relationships that occur during movement.

refine multi-step movement vocabulary to include both self and others.

demonstrate rules, safety practices and procedures of different games/activities.

Main Objectives for Grade 4 Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Applies the concept of open space to combination skills involving travelling (dribbling and jogging).	X	>	>
Applies the concept of closing spaces in small-sided practice tasks.	X	>	>
Dribbles in general space with general changes in direction and speed.	X	>	>
Applies the movement concepts of speed, endurance and pacing for running.	X	>	>
Applies the concepts of direction and force when striking an object with an implement sending it toward a target.			X
Applies simple offensive strategies/tactics in chasing and fleeing activities.	X	>	>
Applies simple defensive strategies/tactics in chasing and fleeing activities.	X	>	>
Recognizes the type of kicks needed for different games/sports situations.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 4

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

The physically literate individual will...

- start defining components of a healthy lifestyle and its importance.
- engage regularly in a variety of moderate to vigorous physical activities.
- demonstrate an understanding of health related fitness components.
- understand proper nutrition and its relationship to physical fitness.
- introduce the difference between health related fitness and skill related fitness.

Main Objectives for Grade 4 Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Discuss opportunities for participating in physical activity outside physical education class.	x	>	>
Identifies the components of health-related fitness.	x	>	>
Demonstrates warm-up & cool-down.	x	>	>
Completes fitness assessments.	x	>	>
Discusses the importance of hydration and hydration choices relative to physical activities.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 4

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

The physically literate individual will...

work independently and productively to complete given tasks.

demonstrate leadership and cooperation to accomplish different physical activities.

accept resolution conflict strategies.

Main Objectives for Grade 4 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Exhibits responsible behavior in independent group situations.	X	>	>
Reflects on personal social behavior in physical activity.	X	>	>
Listens respectfully to corrective feedback from others.	X	>	>
Praises the movement performance of all students.	X	>	>
Accepts “players” of all skill levels into the physical activity.	X	>	>
Exhibits etiquette and adherence to rules in a variety of physical activities.	X	>	>
Works safely with peers and equipment in physical activity settings.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 4

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

The physically literate individual will...

- recognize that physical activities can reflect their person expression.
- initiate the use of physical activity as a positive experience for increased social opportunities.
- realize physical activity present personal challenges.

Main Objectives for Grade 4 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Examines the health benefits of participating in physical activity.	X	>	>
Rates the enjoyment of participating in challenging and mastered physical activities.	X	>	>
Ranks the enjoyment of participating in different physical activities.	X	>	>
Describes/compares the positive social interactions when engaged in partner, small group and large group physical activities.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 5

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

The physically literate individual will...  
 develop increased competence in more advanced specialized skills.  
 participates in a variety of individual, dual and team sport games/activities.

Main Objectives for Grade 5 Standard 1	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks	X	>	>
Combines locomotor and manipulative skills in a variety of small sided practice tasks/games environments	X	>	>
Combines travelling with manipulative skills for execution to a target (scoring in sports)	X	>	>
Uses appropriate pacing for a variety of running distances	X	>	>
Combines jumping and landing patterns with locomotor and manipulative skills, small-sided practice tasks/games environments	X	>	>
Throws underhand and overhand using a mature pattern in non-dynamic environments, with different manipulatives.	X	>	>
Throws underhand and overhand to a large target with accuracy	X	>	>
Throws with accuracy, both partners moving	X	>	>
Throws with reasonable accuracy in dynamic, small sided practice tasks	X	>	>
Catches a batted ball			X
Catches with accuracy both partners moving	X	>	>
Combines hand/foot dribbling with other skills during one on one practice tasks	X	>	>
Passes/Receives with the feet, as both partners travel	X	>	>
Hand/foot dribbles in a variety of small sided game forms	X	>	>
Demonstrates mature patterns in kicking and punting in small sided practice task environments	X	>	>
Strikes/volleys a ball using a two-hand overhead pattern, sending it upward to a target	X	>	>
Strikes an object consecutively, with a partner, over a net or against a wall, in either a competitive or cooperative game environment			X
Strikes a pitched ball with a bat			X
Combines striking with an implement with receiving and travelling skills in a small sided game			X
Combines manipulative skills and travelling for execution to a target	X	>	>
Creates a jump rope routine with a partner, using either a short or long rope.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 5

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

The physically literate individual will...

refine multi-step movement vocabulary to include both self and others.

refine demonstration of rules, safety practices and procedures of different activities/games.

analyze personal skill techniques and the techniques of peers.

Main Objectives for Grade 5 Standard 2	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Combines spatial concepts with locomotor and non-locomotor motor movements for small groups and game environments.	X	>	>
Combine movement concepts with skills in small sided practice tasks/game environments with self-direction.	X	>	>
Applies movement concepts to strategies and game situations.	X	>	>
Applies the concept of direction and force to strike an object with an implement.		X	>
Analyze movement situations and applies movement concepts (force, direction, speed) in small sided tasks/game environments.		X	>
Applies basic offensive and defensive strategies/tactics in invasion small sided practice tasks and net wall small sided practice tasks.		X	>
Recognize the type of throw, volley or striking action needed for different games/sports situations.			X



## PHYSICAL EDUCATION CURRICULUM GRADE 5

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

The physically literate individual will...

- engage regularly in an increased variety of vigorous physical activities.
- explore ways to be physically active, based on their own personal preferences.
- understand and apply basic principles of physical training to improve personal physical fitness levels.
- develop personal goals and strategies for the improvement of physical fitness for a healthy lifestyle.

Main Objectives for Grade 5 Standard 3	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Chart and analyze physical activity outside physical education class for fitness benefits.	X	>	>
Differentiate between skill related and health related fitness.		X	>
Analyze results of physical fitness assessment.		X	>

## PHYSICAL EDUCATION CURRICULUM GRADE 5

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

The physically literate individual will...  
 participate with responsible personal behavior in a variety of physical activities.  
 handles corrective feedback responsibly.

Main Objectives for Grade 5 Standard 4	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Participates with responsible personal behavior in a variety of physical activities.	X	>	>
Engages in physical activity with responsible interpersonal behavior.	X	>	>
Accepts, recognizes and actively involves others into physical activities and group projects.	X	>	>
Gives corrective feedback respectfully to peers.	X	>	>

## PHYSICAL EDUCATION CURRICULUM GRADE 5

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

The physically literate individual will...

- appreciates physical activity as a positive experience.
- seek personally challenging experiences through physical activity.
- value the skill competence that results from practice.

Main Objectives for Grade 5 Standard 5	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Compares the health benefits of participating in physical activities identifying reasons for positive or negative response.	X	>	>
Expresses the enjoyment and/or challenge of participating in a favorite physical activity.		X	>
Describe the social benefit gained from participating in a physical activity.		X	>

# PHYSICAL EDUCATION CURRICULUM

## GRADES K-5

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Teacher Modeling
- Peer Modeling
- Individual Instruction/Practice
- Small Group Instruction/Practice
- Large Group Instruction/Practice
- Handouts
- Technology
- Project Adventure Games/Activities

### **EVIDENCE OF LEARNING**

- Teacher Observation
- Skills Checklist
- Rubric
- Informal Assessment
- Technology

## PHYSICAL EDUCATION CURRICULUM GRADES K-5 SUGGESTED RESOURCES

### **Activities / Games:**

Baseball/Softball	Football	Racquet Sports
Basketball	Frisbees (all varieties)	Relay Races
Bowling	Floor Hockey	Rope Jumping
Broomball	Golf	Scooters
Cargo Net	Hula Hoops	Stacking Buckets/Cups
Climbing Ropes	Juggling	Tag Games
Dance	Kickball	Tennis Balls/Scoops
Dodge Ball Games (Nerf Equipment)	Movement Exploration	Track & Field
Educational Tumbling	Obstacle Course	Volleyball
Field Day	Parachute	Whiffle Ball
Fine Motor Games (Pick-up sticks, Jacks, marbles)	Physical Fitness Themes	Gym Dandies Series
Fitness Exercises	Playground Games and Activities	Physical Fitness State of CT Assessment
	Project Adventure Games/Challenges	Motor Skills and Movement Station Lesson

### **Websites:**

<a href="http://www.pecentral.org">www.pecentral.org</a>	<a href="http://www.fitness.gov">www.fitness.gov</a>	<a href="http://www.peuniverse.com">www.peuniverse.com</a>
<a href="http://www.pelinks4u.org">www.pelinks4u.org</a>	<a href="http://www.presidentschallenge.org">www.presidentschallenge.org</a>	<a href="http://regionalpe.weebly.com/index.html">http://regionalpe.weebly.com/index.html</a>
<a href="http://www.aahperd.org">www.aahperd.org</a>	<a href="http://www.state.ct.us/sde/dtl/curriculum/frpe.pdf">www.state.ct.us/sde/dtl/curriculum/frpe.pdf</a>	<a href="http://www.pa.org">www.pa.org</a>
<a href="http://www.ctahperd.org">www.ctahperd.org</a>	<a href="http://www.musicalpeplus.com">www.musicalpeplus.com</a>	<a href="http://www.naspe.org">www.naspe.org</a>
<a href="http://www.aahperd.org/districts/eda/template.cfm">www.aahperd.org/districts/eda/template.cfm</a>	<a href="http://www.letsmoveschools.org">www.letsmoveschools.org</a>	<a href="http://www.fitnessgram.net">www.fitnessgram.net</a>

### **Apps:**

Heart Rate	Yoga HD	Yahoo Sports
Fit Brain	Yoga Kids Lite	Jump It HD
Coaches Eye	Stop Watch	
Slide Shark	Pandora	

## PHYSICAL EDUCATION CURRICULUM GRADES K-5 SUGGESTED RESOURCES

### **Books:**

- Achieving Fitness an Adventure Activity Guide by Jane Panicucci
- Adventure Curriculum for Physical Education Elementary School by Jane Panicucci
- Awesome Physical Education Activities by Cliff Carnes
- Awesome Primary Action Units by Cliff Carnes & Mark Sutherland
- Brain Games by Jack Umstatter
- Brain Gym by Paul E. Dennison
- Changing Kids Games by G.S. Don Morris & Jim Shehil
- Character Education by Donald Glover & Leigh Ann Anderson
- Cowstails & Cobras II by Karl Rohnke
- Developmental Movement Experiences for Children by David Gallahue
- Dynamic P.E. Activities for Elementary School Children by Victor Dauer & Robert Pangrazzi
- 50 Ways to Use Your Noodle by Chris Cavert & Sam Sikes
- Fitness Fun by Emily Foster, Karyn Hartinger & Katherine Smith
- Fundamental Motor Skills & Movement Activities for Young Children by Joanne Landy & Keith Burridge
- Games That Work by Susan Hill
- Great Activities Parachute Book by Rip Marston
- Great Games for Young People by Marlee Gustafson, Sue Wolfes & Cheryl King
- Hoop La by Connie Crawford
- Indoor & Outdoor Games by William Bentley
- International Playtime by Wayne Nelson & Henry Burr
- Jump for Joy by Myra Thompson
- Plans for Young Children by Joanne Landy & Keith Burridge
- Movement ABC's by Jolanda Hengstman
- Movement with a Purpose by Madeline Brehm & Nancy Tindell
- Parachute Games by Todd Strong & Dale LeFevre
- P.E. Activities, K-12 by Joanne Landy & Maxwell Landy
- P.E. in the Elementary School Curriculum by Miller & Whitcomb
- Perceptual Motor Activities for Pre-School & Elementary Children by Jim Stillwell
- Physical Activity Ideas for Action by Lynn Allen
- Physical Education Fireworks by Jane Doss
- Physical Education Methods for Classroom Teachers by Human Kinetics w/ Bonnie Pettifor
- Physical Education Unit Plans Pre K-6 by Bette Logsdon, Luann Alleman, Sue Ann Straits, David Belka & Dawn Clark
- Right Fielders are People Too by John Hichwa
- Silver Bullets by Karl Rohnke
- The Bean Bag Curriculum by Quentin Christian
- The Best of Great Activities by Great Activities Publishing Co.
- Yoga for Children by Bel Gibbs
- Yogakids by Marsha Wenig
- Yoga Pretzels by Yoga Ed, Sophie Fatus

## **PHYSICAL EDUCATION CURRICULUM GRADES 6–8 OVERVIEW**

Physical Education Literacy is vital to the health and wellness of our students. The Waterford Public School Physical Education Curriculum is based on National and State Physical Education Standards. Focus areas are listed below.

Middle School Physical Education will provide students with opportunities to:

- Develop skills to participate respectfully and productively in physical activity settings.
- Explore a wide variety of physical activities which improves wellness skill and promotes enjoyment through social interaction.
- Know proper and safe ways to utilize technology and equipment in the Fitness Lab.
- Participate in integrated outdoor education activities (orienteeing/compass reading activities; letter boxing, hiking games and challenges; learn about local environmental concerns/ stewardship).
- Enhance self-expression and creativity through dance opportunities.
- Participate in Project Adventure and cooperative activities focusing on trust, challenge by choice, problem solving initiatives, teamwork (increase confidence through personal and group challenges, allow for creativity, necessitate physical and mental problem-solving).
- Modify activities to meet individual needs of learners.

## PHYSICAL EDUCATION CURRICULUM GRADE 6

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

*What different ways can the body move given a specific purpose?*

*How can quality of movement (proper technique) impact fitness gains, potential success and prevent injury?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
1.1	Examine and show individual progress in developing each skill within the following five skill “themes”: locomotor skills; throwing and catching; body management; striking and receiving with parts of the body; object manipulation – striking and receiving with objects.	Demonstration- peer, video, picture, or teacher; practice skill stations; warm up station review; partner practice; <u>Fitness for Life and Moving With Skill</u> (or similar text) textbook chapters	iPad picture/ video; peer or instructor rubric assessment
1.2	Combine locomotor, body management, and manipulative skills to participate in games, sports, Project Adventure, and fitness activities.	Lead-up skill games and modified activities in small group settings; peer demonstration or video clips of combined skills; warm up station visuals/ practice; partner practice; whole group instruction	Closure assessment for Project Adventure or game skill; peer assessment, iPad “snapshot” during which specific skill is highlighted.
1.3	Engage in exploration of dance elements; tempo/time, space, force, level, body moves/steps.	Design and perform dance steps, movements and practice patterns after exposure to forms of dance; utilization of visual models in learning centers; video examples; whole group instruction	Peer or group assessment of revision to dance made using iPad video ; visual learning centers; student created choreography; chart of dance moves written or placed in visual/ pictorial format; performance of student-created dance
1.4	Show proper use of fitness equipment and perform exercises safely.	Partner/small group; station learning; whole group instruction	Teacher assessment checklist; peer assessment
1.5	Develop a deeper understanding of body management (balance, posture, weight transfer) and manipulative skills in a variety of games and activities.	Discussion-Transfer learning experiences/ knowledge and apply to new/ refined skills	<u>Moving with Skill</u> - chapter 4 or similar text materials ; show and describe proper force application for specified skill (serving)



## PHYSICAL EDUCATION CURRICULUM GRADE 6

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

*How can I move effectively and efficiently?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
2.1	Review and describe each skill within the five skill “themes” (locomotor skills; throwing and catching; body management; striking and receiving with parts of the body; object manipulation – striking and receiving with objects.)	Practice skill-theme activities at stations or in small groups; whole group instruction; <u>Moving With Confidence</u> chapter 4; <u>Fitness for Life</u> chapter 2 or similar texts	Observe a sport or dance event- correctly identifies skills used/ needed for success; self-rate two skills of a theme area which they perform best and demonstrate to partner or instructor.
2.2	Review, practice and correct errors in personal movement patterns and skill performance.	Video examples; small group practice; whole group instruction	iPad video; peer “coaching” assessment; learning centers
2.3	Understand basic positions/roles, offensive and defensive strategies in sport activities and game settings.	Partner/small group; station learning; whole group instruction	<u>Moving as a Team</u> checklist of strategies chapter 4 or similar text
2.4	Use self, peer, teacher and technological resources to recognize proper performance in self and others.	iPad- watch skill or game clip	Evaluate skill progression or technique of self or others from observation or picture or video
2.5	Demonstrate knowledge of rules, safety practices and procedures that apply to Project Adventure activities and games.	Think-Pair-Share sessions to review, then small group game applying rules/ safety.	Structured observation with rubric during modified small group game or PA activity.
2.6	Perform a quality dynamic warm up activity to prepare for a specific game/sport.	Skill station; warm up station; partner practice; whole group instruction	Teacher observation

## PHYSICAL EDUCATION CURRICULUM GRADE 6

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

*Why is it important to be physically fit and how can I stay fit?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
3.1	Develop skills and knowledge to assess levels of physical fitness through participation in fitness testing.	Skill station ( <u>Fitness For Life</u> or similar textbook); warm up station (visuals, demonstrations, iPad); partner practice; whole group instruction	Self-assessment comparisons of pre and posttests; peer “coaching” proper technique and cadence for specific tests; Teacher Observation (iPad video)
3.2	Develop a deeper understanding of the components of health related fitness.	Fitness room; Circuit training utilizing written and visual materials; warm up station; whole group instruction	Small group correctly identifies and performs select group of exercises targeting specific health-related fitness component; Structured observation; <u>Moving With Confidence</u> or similar text
3.3	Use available technology to monitor physical activity. (Fitness lab equipment)	Orientation and practice for safe use of fitness equipment; individual challenges on cardio equipment; whole group instruction	Compare exertion levels and recovery ; peer and self- assessment of proper technique during an exercise (iPad); Complete activities in learning centers using written materials and visuals ( <u>Fitness for Life</u> or similar textbooks, video, iPad); Teacher Observation
3.4	Demonstrate an understanding of basic exercise (Introduce FITT Principle)	Visual learning stations; whole group instruction; ( <u>Fitness For Life</u> textbook) self-assessments with small groups or partners; <u>Moving w/ Skill</u> text chapter 3	Draw, write, or demonstrate appropriate training exercise for specific component of fitness; complete a circuit training activity with peer; Teacher Observation

## PHYSICAL EDUCATION CURRICULUM GRADE 6

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

*How do I interact with others during physical activity?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
4.1	Collaborate in the development of Project Adventure/classroom rules; learns safety rules and procedures specific to the activity.	Project Adventure (PA) Full Value Contract-Pair/share; small group collaboration; whole group instruction	Poster/charts of student generated rules; Teacher Observation; <u>Essentials of Team Building</u> assessments
4.2	Follow classroom rules ensuring safe participation for all.	Project Adventure- Self-rating during/following activity; whole group instruction	Teacher Observation; Responsible Behavior Rubric, peer/group assessment
4.3	Demonstrate proper etiquette and sportsmanship to keep games fair and fun for all participants in both cooperative and competitive activities.	Project Adventure activities; Small group and modified activities; whole group instruction	Structured Observation during game play with checklist; Teacher Observation
4.4	Understand and demonstrate appropriate skills for resolving conflicts.	PA whole group instruction; list examples of good sportsmanship Complete warm up and skill practice tasks with a variety of partners or groups using appropriate communication skills to encourage partners; whole group instruction	<u>Fitness For Life</u> or similar activity on conflict resolution; Moving With Confidence chapter 6 or similar activity re: Pro-social Skills (communication, dealing with stress, sportsmanship); <u>Essentials of Team Building</u> or similar activity evaluations
4.5	Demonstrate behaviors that are supportive and inclusive in Project Adventure and other group activities.	PA and skill practice tasks with a variety of partners or groups using appropriate communication skills to encourage partners; whole group instruction	Structured observation during Project Adventure games, warm-up and skill practice activities; successful completion of Project Adventure group challenge

## PHYSICAL EDUCATION CURRICULUM GRADE 6

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

*How will physical activity help me now and in the future?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
5.1	Demonstrate willingness to attempt a variety of new physical activities.	Skill station; Project Adventure; whole group instruction. Present challenging skill evaluations/ self-tests ( <u>Fitness For Life</u> or similar textbook) and modified lead-up games and activities.	Checklist or chart activities engaged in for a period of 5-7 days; participation in special challenge (healthy heart week event, “AM Fitness”, “Let’s Move”); Teacher Observation
5.2	Understand that physical activity and challenges present opportunities for personal growth.	Project Adventure; Hiking or Recreational games; partner practice; whole group instruction	Teacher Observation Closure Activity/ self-reflection
5.3	Choose an appropriate level of challenge in Project Adventure or other activity in order to experience greater enjoyment and improvement for one’s self or others.	Fitness room; Recreational games; Project Adventure	Self-selected skill evaluation; Teacher Observation
5.4	Investigate health benefits of participating in a wide variety of physical activities.	<u>Fitness For Life</u> or similar textbook- do psychomotor challenges regarding skill-related and health-related activities; <u>Moving With Skill</u> Textbook- chapter 3 or similar text; Project Adventure challenge activities	Structured observation at learning stations- may use <u>Moving With Skill</u> textbook chapter 2 or similar text or activity; Teacher Observation
5.5	Use active participation in activities as a means of self-expression and enjoyment	Creative movement/dance and Project Adventure activities; recreational game selected on basis of personal preference and enjoyment	Students create and/or lead skill practice activities; group selects a modified game to play; Teacher Observation

## PHYSICAL EDUCATION CURRICULUM GRADE 6 SEMESTER ACTIVITY GUIDE

Main Activities for Grade 6	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Fitness Testing / Fitness <ul style="list-style-type: none"> <li>• FitnessGram and State testing</li> <li>• Fitness lab equipment/exercises</li> </ul>	X	>	>
Project Adventure / Cooperative Games <ul style="list-style-type: none"> <li>• Trust Activities</li> <li>• Dodging and fleeing games</li> <li>• Problem Solving</li> <li>• Apparatus challenges such as Mohawk Walk, Wild Woozy, Wall, Horizontal Rock Wall, Meat Grinder, Fidget Ladder or other PA challenges as available</li> </ul>	X	>	>
Outdoor Pursuits / Integrated Outdoor Education <ul style="list-style-type: none"> <li>• Understanding and utilizing local outdoor areas which are environmentally important</li> <li>• Apply “leave no trace” hiking philosophy, use map, compass/orienteering skills</li> </ul>	X		>
Invasion Games / Modified Games and Sports ( <i>minimum of three</i> ) <ul style="list-style-type: none"> <li>• Basketball, hockey, soccer, Frisbee, handball, lacrosse, swatball, touch football</li> </ul>	X	>	
Net/Wall Sport Skills and Modified Fielding/Striking Games ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Badminton, volleyball, pickle ball, nitroball</li> </ul>		X	
Creative Movement, Dance and Rhythmic Activities ( <i>varies due to facility/number of classes</i> )		X	>
Lifetime Activities / Recreational Games ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Bocce, croquet, scooter games, walking, yoga, international games, tennis baseball, wiffle ball, dance, and others as available</li> </ul>			X
Individual Performance Activities <ul style="list-style-type: none"> <li>• Basic gymnastics rolls/movements</li> <li>• Track and Field</li> </ul>		X	X

## PHYSICAL EDUCATION CURRICULUM GRADE 7

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

*What different ways can the body move given a specific purpose?*

*How can quality of movement (proper technique) impact fitness gains, potential success and prevent injury?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
1.1	Refine and improve loco-motor, non-loco-motor and manipulative skills to participate in games, sports and fitness activities.	Partner/small group skill station practice; visual learning centers; whole group instruction	Student-led practice of skills followed by assessment checklist; peer assessment of skills; video assessment (iPad)
1.2	Gain confidence in doing Project Adventure and self-selected activities. Design appropriate movement patterns or sequences relative to self-selected activities (dance, sport drills, fitness activities).	Exposure of forms of dance; utilization of visual models in learning centers; video examples; whole group instruction; choice activity opportunities; "Moving with Skill", Ch. 5: Individuality and Movement (or similar text); Project Adventure challenges	Create and present to teacher and/or class; completion of student created choreography/movement routine presented to teacher and/or class; follow and perform selected dance/rhythm activities; Video (iPad); Activity 5.5 "Creating Movement" ("Moving with Skill" workbook, or similar activity)
1.3	Perform a fitness circuit/routine demonstrating proper technique and safety.	Partner/small group instruction; station learning; whole group instruction; textbook lesson review; "Moving with Fitness" (or similar text), Chapter group discussion/review of proper techniques and safety concerns.	Self-assessment checklist; signed contract agreeing to use of fitness room facilities; teacher observation; Activity 3.10 "My Personal Fitness Program" ("Moving with Skill" or similar activity)
1.4	Improve specialized skills for movement forms (basketball chest pass, volleyball set, badminton serve).	Skill practice activities; students share and lead; whole group instruction; visual models; use available technology to model appropriate skills	Student lead skill practice activities with peer assessment (e.g., Perform legal underhand serve to a target); teacher generated rubric assessment; video review (iPad)
1.5	Perform a variety of skills with attention to form, power, trajectory, force, angle of rebound, accuracy and follow-through.	Skill station partner practice; visual learning centers providing students with information on concepts to be learned; whole group instruction; "Moving with Skill", Chapter 4 ("Striking with Body Parts", or similar text)	Peer assessment; Activity 4.32 "Footloose" ("Moving with Skill" workbook, or similar workbook)

## PHYSICAL EDUCATION CURRICULUM GRADE 7

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

*How can I move effectively and efficiently?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
2.1	Transfer concepts learned in other skills/activities for performance of a new skill/game.	Work with a partner/small group on new skills/games; peer teaching stations of new skills; ); textbook lesson review ; Activity 3.3, “Three Ball” “Moving as a Team” workbook, or similar text/workbook; whole group instruction	Self-assessment checklist; video-taping of new skill/game (iPad); teacher generated rubric
2.2	Detect and correct errors in movement patterns and skill performance.	Skill station practice; warm up station; partner practice; whole group instruction; “Moving with Skill”, Chapter 4, or similar text.	Self/peer assessment checklist (e.g., check for accurate passing to moving target; volleyball: control two-hand volleys in dynamic environment); Activity 4.15, “Throwing and Catching” from “Moving with Skill” workbook); video review (iPad)
2.3	Apply offensive/defensive strategies in sport activities and show proper positioning.	Visual learning centers; student rotates between participant and coaching situations to practice positioning and apply strategies; whole group instruction	peer assessment of group activity (e.g., selects offensive shot based on opponent’s location and returns to ready position; or select correct defensive play; check each other for correct defensive position)Activity 4.22 “Evaluating your Opposition” handout, or similar handout.
2.4	Use self, peer, teacher, and technological resources to recognize and evaluate proper performance in self and others	Peer teaching centers; modified drills and games; warm up station. Text book references “Moving with Skill” Chapter 4, or similar text.	Self and peer assessments (striking skills; creating space and goal scoring skills during Invasion Games); teacher observation; iPad video review
2.5	Understand and apply knowledge of rules, safety practices, and procedures that apply to games and activities.	Video examples; written samples of student work; small group practice; whole group instruction; Make adjustments during “Project Adventure” activities based on abilities, to ensure safety.	Small group assessment; Small groups design drill or game; Project Adventure “Framing to Closure” activity.
2.6	Identify proper warm up and conditioning techniques and reasons for using them in variety of activities.	Peer teach/practice warm up techniques; Group discussion on benefits of warm up techniques; Visual learning stations; available technology demonstrations; whole group instruction; “Moving with Skill”, Chapter 3, or similar text.	Self-assessment checklist; Activity 3.3 “Warm up Intervention”, from workbook, or similar activity; peer assessment of warm up techniques.

## PHYSICAL EDUCATION CURRICULUM GRADE 7

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

*Why is it important to be physically fit and how can I stay fit?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
3.1	Engage in activities and training methods which are specific to improving Health related fitness components.	Skill/circuit station practice ; Daily participation in warm up stations; partner practice; whole group instruction; “Moving with Skill” text, or similar text	Self-assessment checklist; peer assessment; textbook lesson review (performance, written, and oral); Teacher LEAD DISCUSSION: “How is health-related fitness different from skill-related fitness?”
3.2	Choose an exercise or activity which will improve a targeted component of health related fitness.	Partner/small group activities; Student will choose between various work out programs; Visual learning stations; whole group instruction	Self-assessment checklist ; Written completion of designed workout program; Activity 3.10 “My Personal Fitness Program” from “Moving with Skill” workbook, or similar activity; Reflection: “How can I adjust my activity level to maintain or improve own health standards?”
3.3	Monitor personal heart rate and breathing rate during and after strenuous physical activity utilizing available technology.	Participate in Fitness room cardio equipment exercise program; peer/small group review of proper method to monitor heart rate; whole group instruction	peer review; learning centers; Post-workout discussion regarding heart rate and breathing rate; Teacher Observation; Activity 3.11 “My Daily Heart Rate Chart” from workbook; or similar activity
3.4	Identify the FITT principle and participate in specific exercises designed to improve personal fitness.	Fitness room workouts; Skill station; warm up station; whole group instruction regarding fitness room equipment; textbook lesson review (“Moving with Skill”, Chapter 3, or similar text)	Self-assessment checklist; peer assessment; Select an area of weakness based on assessment and follow a program for improvement; Teacher Observation; Activities 3.6-3.9, “Movement with Skill” workbook, or similar activity. Describe training principles of FITT (specificity & overload)



## PHYSICAL EDUCATION CURRICULUM GRADE 7

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

*How do I interact with others during physical activity?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
4.1	Use equipment safely and properly and describe its importance in injury prevention, reducing hazards, and avoiding accidents.	Demonstration and visuals are used as students describe safety considerations for specific equipment or activities; Whole group instruction: text “Moving as a Team”	Pair and Share discussion; exit quiz; teacher observation; Activity 3.8 “The Safe Thing” from workbook; peer review; performance video (iPad)
4.2	Make appropriate choices and understand how one’s response to the behavior of others can lead to a variety of consequences.	List consequences of various choices in a given activity; whole group instructions; describe the situation as a mutual problem to be solved – not a win-lose struggle; “Moving as a Team” text	Communication/adjustment of group ideas (verbal or written) during Project Adventure activities; Activity 6.2 “Sticks and Stones” from “Moving as a Team” text; Teacher Observation; personal responsibility rubric
4.3	Accept and respect decisions made by students or teachers in game play.	Rotate roles of coach/official/participant during segment of an instructional unit; whole group instruction regarding conflict resolution; “Moving as a Team” text; Project Adventure “Challenge by Choice” themed activities	Project Adventure “Full Value Contract” completion; “Time Out” and post-game reflections regarding negotiation strategies (communicate concerns, intention to resolve problems constructively and how to prevent future conflicts); Activity 4.6 “Good Sports” from workbook
4.4	Participate with students of like and different skill levels.	Rotate partners/groups during lead up/drill activities; play a variety of modified games both cooperatively and competitively with peers; “Moving as a Team” text; Project Adventure activities	Teacher observation; student-led discussions regarding cultural differences, providing encouragement, and being sensitive to needs of all participants; Activity 5.2 “Working with Partners” from workbook
4.5	Work independently and cooperatively on assigned tasks (listening and following directions, focusing, trying hard, and encouraging others).	Whole group instruction; skills and warm up stations using visuals or textbooks (Fitness for Life)	Self-assessment checklist; given a cooperative or competitive game, students rate their level of contribution to the activity; teacher observation; personal responsibility rubric

## PHYSICAL EDUCATION CURRICULUM GRADE 7

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

*How will physical activity help me now and in the future?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
5.1	Be challenged by learning new skills and enjoy broadening their skill levels.	Partner-led sport specific skill practice; whole group instruction; Text, “Moving with Confidence” or similar text; Project Adventure games and activities.	Self-assessment checklist to identify strengths and weaknesses, as well as check for cooperation among classmates during Project Adventure Games; video review (iPad); Activity 5.3 “Choice Activities” from “Moving with Confidence” workbook; or similar workbook
5.2	Identify and participate in physical activities that are socially interactive, enjoyable, challenging, and fun for all populations.	List benefits of various activities; Group discussion regarding benefits; discussions from text material “Moving with Confidence” or similar text; Recreational games; Project Adventure activities; whole group instruction	Following demonstration and participation in recreational games, students compare and contrast activities; Activity 3.1 “Fitness Feelings”, from “Moving with Confidence” workbook, or similar activity.
5.3	Evaluate the time, effort and commitment needed to be given to practice if skill improvement and fitness benefits are to be realized.	Follow a prescribed “workout”/skill progression and reflect on progress; Skill stations rotation; Recreational games unit; partner practice.	Self-reflection regarding skill improvement; Project Adventure “Full Value Contract”, or similar activity.
5.4	Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.	Students will follow a prescribed workout following safety rules and procedures; Project Adventure Group challenges allowing time to plan strategy, communicate effectively and complete in a given time frame.	Classroom discussion; Teacher Observation; Exit quiz; Activity 6.6 “Rules” from “Moving as a Team” workbook, or similar activity.

**PHYSICAL EDUCATION CURRICULUM  
GRADE 7 SEMESTER ACTIVITY GUIDE**

Main Activities for Grade 7	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Fitness Testing / Fitness <ul style="list-style-type: none"> <li>• Evaluate one component of health-related fitness as it related to individual need/interest and follow up with activities/exercises</li> </ul>	X	>	>
Project Adventure / Cooperative Games <ul style="list-style-type: none"> <li>• Trust Activities</li> <li>• Dodging and fleeing games</li> <li>• Problem Solving</li> <li>• Apparatus challenges such as Mohawk Walk, Wild Woozy, Wall, Horizontal Rock Wall, Meat Grinder, Fidget Ladder or other PA challenges as available</li> </ul>	X	>	>
Outdoor Pursuits / Outdoor Education <ul style="list-style-type: none"> <li>• Understanding and utilizing local outdoor areas which are environmentally important</li> <li>• Apply “leave no trace” hiking philosophy, use map, compass/orienteering skills</li> </ul>	X		
Invasion Games / Modified Games and Sports ( <i>minimum of four</i> ) <ul style="list-style-type: none"> <li>• Basketball, hockey, soccer, Frisbee, handball, lacrosse, swatball, touch football</li> </ul>	X	>	>
Net/Wall Sport Skills and Modified Fielding/Striking Games ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Badminton, volleyball, pickle ball, nitroball</li> </ul>		X	
Elective Activities ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Outdoor education/hiking, fitness lab activities, recreational games, net/wall games, invasion games, dance, individual performance activities</li> </ul>		X	>
Recreational Games / Lifetime Activities ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Bocce, croquet, scooter games, walking, yoga, international games, tennis baseball, wiffle ball, dance and others as available</li> </ul>			X
Individual Performance Activities <ul style="list-style-type: none"> <li>• Basic gymnastics movement/stunts (with dance)</li> <li>• Track and Field</li> </ul>		X	X

## PHYSICAL EDUCATION CURRICULUM GRADE 8

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

*What different ways can the body move given a specific purpose?*

*How can quality of movement (proper technique) impact fitness gains, potential success and prevent injury?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
1.1	Use manipulative skills successfully in game play or activities with increased complexity.	Skill station/Learning center; Recreational games; partner practice; whole group instruction.	Student led practice of skills followed by assessment checklist; Peer skill assessment; Teacher Observation; iPad
1.2	Design and evaluate appropriate movement patterns or sequences related to self-selected activities (dance, fitness activities, sports drills)	Exposure to different forms of movement patterns; Video examples; Whole group instruction; Choice activity opportunities.	Peer group assessment; Self-assessment checklist; Group demonstration of dance performance or sports skill during self-selected activity.
1.3	Demonstrate proper form and concern for safety while participating in Project Adventure or performing weight training and physical fitness activities.	Whole group instruction; Project Adventure challenges.	Peer assessment; Teacher Observation; Self-assessment checklist.
1.4	Demonstrate mature form of specialized skills (i.e., bump, set, serve, lay-up) in game play.	Skill station; partner practice; whole group instruction. All activities.	Self-assessment checklist; peer assessment; Teacher Observation; iPad
1.5	Demonstrate a level of understanding of physical movement principles and tactics that allows students to participate in new physical activities.	Creative movement/dance activities and project adventure activities; Whole group instruction.	Self-assessment checklist; peer assessment; Teacher Observation

## PHYSICAL EDUCATION CURRICULUM GRADE 8

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

*How can I move effectively and efficiently?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
2.1	Applies concepts learned to perform a variety of higher level skills and strategies during game activities.	Partner/Small group practice; Visual learning centers; Whole group instruction	Self-assessment checklist; peer assessment; Teacher Observation; student designed drills and strategies.
2.2	Detect, analyze and correct errors in movement patterns and skill performance during game/activity settings.	Partner/Small group skill practice; Visual learning centers with information needed to understand concepts presented; whole group instruction.	Self-assessment checklist; peer assessment; Teacher Observation; Video analysis of skill/activity during game play.
2.3	Ability to suggest and adjust offensive/defensive strategies during game play.	Partner/Small group skill and game practice; Visual learning center emphasizing important text regarding strategies; Whole group instruction.	Self-assessment checklist; peer assessment of group activity; Teacher Observation; students share/demonstrate strategies implemented during game play.
2.4	Use self, peer and technological resources to recognize, analyze and provide feedback regarding performance.	Partner/Small group skill work and game practice; use of computer and/or IPAD; Whole group instruction.	Self-assessment checklist; Peer-assessment checklist; Video analysis of skill/activity.
2.5	Know when, why and how to use strategies, rules, tactics and safety within all forms of game play.	Partner/Small group skill work and game play; Whole group instruction; Project Adventure activities	Self-assessment checklist; Peer assessment; Teacher observation; Project Adventure closure activity.

## PHYSICAL EDUCATION CURRICULUM GRADE 8

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

*Why is it important to be physically fit and how can I stay fit?*

	Grade Level Expectations	Instructional Strategies	Evidence of Learning
3.1	Apply training principles and correctly demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility and cardio respiratory endurance.	Teacher demonstration; Posted materials stressing proper form and other important information (injury prevention, safety concerns etc.) Skill station; partner practice; whole group instruction.	Self-assessment checklist; peer assessment; Teacher Observation; Fitness log to chart progress in all areas;
3.2	Create a personal fitness goal, with an individualized work out plan to improve upon a specific health related component.	Whole group instruction- show examples of how to write a fitness goal and how to create a workout plan; discussion on physical fitness scores to find area where improvement could be needed; Partner practice/ coaching.	Self-assessment checklist; peer assessment; Personal fitness log; Teacher Observation
3.3	Identify and understand the F.I.T.T. principle (Frequency, Intensity, Time and Type) and demonstrate how to incorporate the principle to improve personal fitness levels.	Fitness room; Whole group instruction- describe and post F.I.T.T. principle (Fitness for Life Chapter 4) or similar text; Students identify areas of focus that they would apply principle to; Partner and small group practice.	Self-assessment checklist; peer assessment; Teacher Observation; Personal fitness log; Understanding of proper use of fitness room technology
3.4	Understand how to use available technology to monitor and measure fitness parameters.	Fitness Room- proper use of fitness equipment; Creating and using a fitness goal to monitor/achieve success.	Self-assessment; peer assessment; Teacher Observation; Fitness Log; Fitness goal completion

## PHYSICAL EDUCATION CURRICULUM GRADE 8

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

*How do I interact with others during physical activity?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
4.1	Identify and reflect upon classroom rules, procedures, safe practices, ethical behavior and positive forms of social interaction in physical activity settings.	Small group lists- in small groups list activity and safety rules; Partner and group practice; whole group instruction; Post rules/ procedures describing class expectations.	Application of student created rules to the unit of study; self-reflection; personal responsibility rubric; Teacher Observation
4.2	Understand the role of diversity in physical activity settings and continue to include and support one another, respecting limitations and strengths of classmates.	Small group activities where students modify/officiate activities to make games fair, fun and friendly for all participants; Work with a variety of partners or groups using appropriate communication skills to encourage partners ;whole group instruction	Self-assessment checklist; peer assessment; Discuss game modifications which could make activity more fun/challenging for all; Teacher Observation
4.3	Work cooperatively with a variety of groups in physical activity settings.	Self-rating during/following activity; Work with a variety of students when performing cooperative activities; whole group instruction	Self-reflection; Self-assessment checklist; peer/group assessment; Teacher Observation
4.4	Modify or enforce rules, resolve conflicts and play so that all enjoy fair fun and friendly games.	Small group lists- in small groups list activity and safety rules and modify in needed; whole group instruction;	Self-assessment/reflection; peer assessment; Create a fair list of rules to be posted; Teacher Observation
4.5	Demonstrate a greater independence from adult supervision and effectively work in groups to accomplish assigned tasks.	Student led games/activities rotating the roles of coach/official/participant; discuss conflict resolution strategies; partner and group practice; whole group instruction.	Self-assessment; peer assessment; post- game reflection session to discuss most important game/activity issues (conflict resolution, rule following, fair rotations etc.) ; Teacher observation

**PHYSICAL EDUCATION CURRICULUM  
GRADE 8**

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

*How will physical activity help me now and in the future?*

	<b>Grade Level Expectations</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
5.1	Recognize that challenge is found in learning new and/or different activities.	Skill station; partner practice; partner led skill practice; present challenging skill evaluations/self-tests and modified lead-up games and activities; Whole Group Instruction	Self-assessment checklist; peer assessment; peer assessment; participation in special challenges (“AM Fitness”, “Let’s Move”, “Individualized Fitness Goal Log Sheet”); Teacher Observation
5.2	Seek physical activity experiences for positive social interaction and personal fitness gains.	Rotation of groups and partners for practice; Recreational games; Student led cooperative activities; Whole group instruction.	Self-assessment checklist; peer assessment; Teacher observation; Participation in special challenges (“AM Fitness” “Morning Fitness Club”); Teacher Observation
5.3	Increase self-confidence and self-esteem by participating in physical activities that provide a positive outlet for competition with peers.	Skill station; partner and group practice of skills (rotation of partners and groups); lead-up games that incorporate skills and proper sportsmanship outcomes; whole group instruction	Self-assessment/reflection checklist; Peer Checklist; Teacher Assessment: Participation in after school Physical Education activities.
5.4	Realize the enjoyment of self-expression and creativity provided through sports and physical activity.	Exposure to different forms of dance and creative movements; Project Adventure activities; partner and group practice; use of video examples.	Participation in “Let’s Move” dance initiative; Create a movement routine; Creative movement rubric; Teacher observation.



**PHYSICAL EDUCATION CURRICULUM  
GRADE 8 SEMESTER ACTIVITY GUIDE**

Main Activities for Grade 8	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Fitness Testing / Fitness <ul style="list-style-type: none"> <li>• Goal-setting, creating a physical activity plan demonstrating an understanding of basic exercise principles</li> </ul>	X	>	>
Cooperative Games <ul style="list-style-type: none"> <li>• Dodging and fleeing games</li> <li>• Problem Solving</li> </ul>	X	>	>
Invasion Games / Modified Games and Sports ( <i>minimum of three</i> ) <ul style="list-style-type: none"> <li>• Basketball, hockey, soccer, Frisbee, handball, lacrosse, swatball, touch football</li> </ul>	X	>	>
Net/Wall Sport Skills and Modified Fielding/Striking Games ( <i>minimum of three</i> ) <ul style="list-style-type: none"> <li>• Badminton, volleyball, pickle ball, nitroball</li> </ul>		X	>
Elective Activities ( <i>minimum of three</i> ) <ul style="list-style-type: none"> <li>• Outdoor education/hiking, Project Adventure challenges when available, fitness lab activities, recreational games, net/wall games, invasion games, dance, individual performance activities</li> </ul>	X		X
Creative Movement, Dance and Rhythmic Activities ( <i>varies due to facility/number of classes</i> )		X	>
Recreational Games / Lifetime Activities ( <i>minimum of two</i> ) <ul style="list-style-type: none"> <li>• Bocce, croquet, scooter games, walking, yoga, international games, tennis baseball, wiffle ball, dance and others as available</li> </ul>			X
Individual Performance Activities <ul style="list-style-type: none"> <li>• Basic gymnastics movement/stunts (with dance)</li> <li>• Track and Field</li> </ul>		X	X

**PHYSICAL EDUCATION CURRICULUM**  
**GRADES 6–8 MAIN OBJECTIVES BY CATEGORY (SHOWING ALIGNMENT TO GRADE LEVEL EXPECTATIONS)**

<b>GAMES AND SPORTS: NET / WALL GAMES</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Perform legal underhand serve with control (badminton, volleyball, pickleball) (1.1, 1.5, 2.1, 2.3)	Perform legal underhand serve to a specific target (1.1, 1.4, 2.2)	Execute legal underhand serve for distance and accuracy (1.1, 1.4, 2.1)
Demonstrate mature form of forehand and backhand strokes with short handled implements (badminton, pickleball) (1.2, 1.5)	Selects offensive shot based on opponent’s location and returns to “ready position” (1.5, 2.1, 2.3)	Selects and varies placement, force of shot based on opponent’s location (move opponent forward or back or side to side) (1.2, 2.1, 2.3, 2.5)
Demonstrates correct timing for weight transfer for striking activities; learns to control two-hand (and forearm) volleys during practice tasks (1.5, 2.0)	Controls two-hand (and forearm) volleys in a dynamic environment; uses mature overarm pattern to strike (1.1, 1.5, 2.4)	Uses two-hand (and forearm) volleys with control during small group games; strikes, with a mature overarm pattern, in a modified game (1.1, 1.4)

<b>GAMES AND SPORTS: FIELDING / STRIKING AND TARGET GAMES</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Strikes a pitched ball using an implement with force during practice drills; strikes a stationary object for accuracy (ball or puck-scooter hockey) (1.1, 2.2)	Strikes a stationary object for distance and accuracy (hockey-shooting at target); strikes a pitched ball with an implement to open space during practice activities (1.2, 1.4, 2.1)	In small group games, strikes a pitched ball with an implement to an open area with proper force (wiffle ball, tennis baseball) (1.1, 2.5)
Identifies defensive play needed for game (or practice situation- bases loaded, no outs) (2.3, 2.4)	During small group game, selects and attempts correct defensive play for the game situation (1.1, 2.3)	Works with teammates to anticipate best defensive strategies for game play (2.2, 2.4, 2.4)

<b>GAMES AND SPORTS: INVASION GAMES</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Passes and receives objects in conjunction with a change of direction (1.2, 2.1)	Passes accurately to a moving target; receives objects while varying speed and changing direction (Ultimate games) (1.1, 2.2)	Uses an implement for passing and receiving while moving (lacrosse, hockey, cooperative game challenge) (1.5, 2.1, 2.2)
Moves to open space away from object to create space in drills (2.2, 2.3)	Creates space between self and defender using pivot or jab step in drills (1.1, 2.3)	Creates space with or without object during game/modified play (1.2, 2.1, 2.2)
Positions self in appropriate defensive stance during drills (1.5, 2.3)	Maintains defensive position during skills and drills (2.1, 2.3)	Maintains defensive position during game/modified games (2.2, 2.3)
Practices appropriate skills for goal scoring (1.1, 2.3)	Demonstrates appropriate goal scoring skills in drills (1.4, 2.3, 2.5)	Demonstrates appropriate goal scoring skills in games/modified games (1.3, 4.5, 5.3)

**PHYSICAL EDUCATION CURRICULUM**  
**GRADES 6–8 MAIN OBJECTIVES BY CATEGORY (SHOWING ALIGNMENT TO GRADE LEVEL EXPECTATIONS)**

<b>PROJECT ADVENTURE</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Increase enjoyment of local outdoor environment through participation in various games and initiatives (4.3, 5.1, 5.3)	Increase personal confidence by showing positive risk taking (increasing challenge level, leadership role, or support to group) (1.2, 5.1, 5.2)	Review and sign Full Value Contract when selecting to participate in PA elective (1.3, 4.5, 5.3)
Practice active listening skills, verbal and non-verbal communication skills to enable group success (4.4, 4.5)	Demonstrate successful teamwork and problem solving skills to accomplish a group challenge (4.3, 4.4, 4.5)	Challenge themselves to contribute to group success during a variety of adventure games and initiatives (4.2, 5.1, 5.2)
Learn and practice safe, supportive behaviors (working together, encouraging and praising, spotting) (2.5, 4.1, 4.3, 4.5)	Contribute to positive accomplishments of group by adhering to safety, behavior guidelines by giving/receiving honest feedback (4.1, 4.2, 5.2)	Recognize special contributions each individual can make toward reaching a group goal (spotting, leadership, ideas) (4.1, 5.1)

<b>OUTDOOR PURSUITS</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Learn basic outdoor skills (hiking); learn and follow safety rules for self and others; explore and enjoy a local environmental/ recreational area (4.1, 4.2, 5.1, 5.3)	Make appropriate adjustments based on personal or group interests (orienteering) or abilities to ensure safety during selected activities (4.1, 4.4, 5.4)	In self-selected outdoor activities, correct techniques are demonstrated for the activity and safety protocols are followed (4.1, 5.1)

<b>RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR &amp; RECOGNIZING VALUE OF PHYSICAL ACTIVITY</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Exhibits responsibility by demonstrating respect for peers, facility, and equipment during activities; uses physical activity and fitness equipment safely with teacher guidance (1.4, 2.5, 4.5)	Demonstrates knowledge of rules and etiquette by self-officiating small group modified games; uses exercise and physical activity equipment safely and appropriately (1.3, 2.5, 4.1)	Organize, create and officiate small group modified games; uses physical activity and equipment safely and appropriately (1.3, 2.5, 4.3)
Cooperates with classmates during outdoor/adventure activities, games or fitness activities (4.2, 4.4)	Cooperates with classmates during outdoor/adventure activities, games or fitness activities (4.2, 4.3, 5.4)	Cooperates with classmates during outdoor/adventure activities, games or fitness activities (2.5, 4.3, 5.4)

**PHYSICAL EDUCATION CURRICULUM**  
**GRADES 6–8 MAIN OBJECTIVES BY CATEGORY (SHOWING ALIGNMENT TO GRADE LEVEL EXPECTATIONS)**

<b>DANCE AND INDIVIDUAL PERFORMANCE ACTIVITIES</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Demonstrate correct technique for one performance activity; engage in learning dance fundamentals- demonstrate correct pattern and rhythm for one dance form (creative, line, social) (1.2, 1.3, 2.2, 5.5)	In self-selected activity, follow and perform several dance or rhythmic activities (1.2, 1.4, 2.2)	In self-selected activity, create and perform a movement sequence to music or a tempo (as an individual or in a small group) demonstrating creative dance fundamentals (1.2, 1.3, 2.5, 5.4)

<b>FITNESS / FITNESS TESTING</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Describes the importance/role of warm-ups prior to activity (1.4, 2.6, 3.4)	Designs a warm-up segment for a specific physical activity (3.1, 3.2, 3.4)	Designs and leads an appropriate warm-up activity for a specific activity/game (3.1, 3.2)
Identifies components of health-related fitness and value of self-testing (2.4, 3.1, 3.2)	Distinguishes between health-related and skill-related fitness (1.3, 3.1)	Compare and contrast health and skill-related components (3.3, 3.4)
Describes how physical activity benefits personal health (3.2, 5.2, 5.4)	Identifies obstacles to maintaining a physically active lifestyle-engage in discussions to propose solutions (2.6, 5.3)	Identifies all 5 components of health-related fitness and explains benefits to overall physical and mental health (3.3, 3.4)
Experiences application of the FITT formula for several types of activities (aerobic or muscular fitness) (3.4)	Describes some training principles of the FITT formula (specificity, overload) during a fitness activity (2.6, 3.4)	Uses the FITT formula to create a personal workout plan (see sample in appendix) (3.1, 5.2)
Sets and monitors self-selected physical fitness activity goal (aerobic, bone or muscle-strengthening activity) based on current fitness level (2.1, 3.1, 3.3)	Adjust physical activity based on type or quantity of exercise needed to maintain/ improve minimal health standards (3.1, 3.3, 5.3)	Use available technology to self-monitor quantity of exercise for optimal functioning based on current fitness levels (2.4, 3.4)
Recognize that individual weaknesses can be improved by engaging in additional practice/ programs based on assessments (2.2, 3.1, 3.3)	Select an area of weakness based on an assessment and follow a program of exercise to improve that area (3.2, 3.4, 5.3)	Design and implement an exercise program for one to two areas of weakness based on results of a health-related fitness assessment (3.2, 3.4)
Utilize a physical activity log and reflect on activity levels documented in the log (3.1, 5.2, 5.4)	Maintain a physical activity and nutrition log and reflect on activity levels and nutrition documented in the log (3.2, 3.3)	Design and follow a program to improve levels of health-related fitness- document progress using a fitness log (3.2, 3.4)

# PHYSICAL EDUCATION CURRICULUM

## GRADES 6–8 SUGGESTED RESOURCES

### PROJECT ADVENTURE

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#### Books

- Achieving Fitness (Project Adventure Activity Guide)
- Cowtails and Cobras II by Karl Rohnke
- Enhancing Thinking Through Cooperative Education by Neil Davidson
- Essentials of Teambuilding by Daniel Midura & Donald Glover
- Forget Me Knots by Karl Rohnke
- Game On! by Pat Doyle
- Innovative Games by Brenda Lichtman
- Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership by Karl Rohnke & Steve Butler

#### Video

- “New Games from Around the World”

#### Assessment Materials

- Full Value Contract
- What’s Your Level?

#### Essentials of Teambuilding / Team Building through Physical Challenges:

- Encouragement Chart
- Social Skills observation Sheet
- Team Pact
- Student Evaluation
- Evaluation Questionnaire
- Team Accomplishments
- Team Report Card
- Assessment Samples
- Weight training
- Creative Movement/ Dance
- Circuit training
- Rubrics
- Stenger Detectives
- Map and Compass Challenge

#### Physical Education Assessment Toolkit:

- Magical Sports Equipment, Picture It
- Forming Healthy Habits
- PE Fitness Goal

### OUTDOOR EDUCATION

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#### Books

- Environmental Education Activity Guide published by Project Learning Tree
- Orienteering Made Simple: an Instructional Handbook by Nancy Kelly
- Curriculum and Activity Guide 2.0 published by Project WET
- Walking Games and Activities by June Decker & Monica Mize

#### Video

- “The ABC’s of Compass and Map” (Brunton)

# PHYSICAL EDUCATION CURRICULUM

## GRADES 6–8 SUGGESTED RESOURCES

### DANCE

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#### Books

- A Sense of Dance by Constance Schrader
- Building Dances by Susan McGreevy-Nichols, Helene Scheff & Marty Sprague
- Complete Book of Line Dancing by Christy Lane
- Fun Stunts and Tumbling Skills by Gary Smith
- Gymnastics Fun and Games by Eric Malmberg, Jim Nance & Patty Hacker
- Kidnastics: A Child-Centered Approach to Teaching Gymnastics  
Eric Malmberg

#### Videos

- “Cardio Dance Step”
- “Complete Guide to Party Dancing”
- “Swing Dancing Today Made Easy”
- “Dance Fever” and “Dance Fever Clips”
- “Learn the Dances of the 70’s”
- “Richard Simmons: Grooving in The House”
- “Surviving the Country Dance Floor”

### OTHER ACTIVITIES

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#### Books

- Fitnessgram & Activitygram Test Administration Manual by Marilu Meredith & Gregory Welk
- Fitness for Life by Charles Corbin & Ruth Lindsey
- Having a Ball: Stability Ball Activities by John Byl
- Kids on the Ball by Anne Spalding, Linda Kelly, Janet Santopietro & Joanne Posner-Mayer
- Integrating Technology and Physical Education by Melanie Mitchell, Robert McKethan & Bonnie Mohnsen
- Middle School Textbook Series (Moving with Skill, Confidence, as a Team) published by Kendall Hunt
- Physical Best Activity Guide published by SHAPE America
- Physical Education for Children: Daily Lesson Plans for Middle School by Amelia Lee, Katherine Thomas & Jerry Thomas
- Using Technology in Physical Education by Bonnie Mohnsen
- Yogafit by Beth Shaw

#### Videos

- “Bosu 4 in 1 Workout” (Bosu Fitness LLC)
- “Beyond Protection Workout Part 1”
- “Complete Aerobic and Weight Training”
- “Double Dutch”
- “Pilates: The Authentic Way” (Matty and Burdell)
- “10 Minute Pilates”
- “Stott Pilates Series” ( Pohlman and Searle)
- “Pilates Principles” ( Pohlman and Searle)
- “Tae Bo Series”
- “Wild, Willd, West Mambo #5 Living La Vida Loca Dance Video”
- “Yoga Zone: Yoga for Beginners” (Koch Vision)

#### Websites & Apps

- [www.shapeamerica.org](http://www.shapeamerica.org)
- [www.ctahperd.org](http://www.ctahperd.org)
- [www.fitnessgram.net](http://www.fitnessgram.net)
- [www.coachseye.com](http://www.coachseye.com)
- [www.slideshark.com](http://www.slideshark.com)
- Coach My Video ([www.coachmyvideo.mobi](http://www.coachmyvideo.mobi))

## PHYSICAL EDUCATION CURRICULUM GRADES 9–12 OVERVIEW

Physical Education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student in grades 9-12 should have the opportunity to participate in a quality physical education program. It is the role of quality physical education programs to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. Quality programs are also important because they provide learning experiences that meet a student’s developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning. The WHS PE Curriculum will provide a quality physical education program for all ninth and tenth grade students to satisfy the WHS graduation requirement, while offering electives for our upper class students.

### Waterford High School Physical Education Eligibility

#### GRADE 9

- Physical Education 9

#### GRADE 10

- Physical Education 10
- Recreational Sports and Activities
- Boot Camp
- Lifesaving (at least 15 years old)

#### GRADE 11

- Team Sports
- Recreational Sports and Activities
- Boot Camp
- Lifesaving (and at least 15 years old)
- CPR, First Aid and Athletic Training

#### GRADE 12

- Team Sports
- Recreational Sports and Activities
- Boot Camp
- Lifesaving (and at least 15 years old)
- CPR, First Aid and Athletic Training
- Athletic Experience

## PHYSICAL EDUCATION CURRICULUM GRADES 9–12 COURSE DESCRIPTIONS

### GRADE 9 PHYSICAL EDUCATION

The freshman core physical education program will focus on physical fitness and encouraging students to be physically active throughout their lifetime for better health. The students will spend a significant amount of time on **teacher led** activities devoted to health-related components of fitness. Students will take full advantage of the weight room and engage in activities that will promote good heart health. They will be educated in the basic concepts of physical training. A significant amount of time will also be spent playing games designed to achieve physical fitness while having fun, thus encouraging them to engage in lifelong activities that lead to good health.

### GRADE 10 PHYSICAL EDUCATION

The sophomore core physical education program will focus on physical fitness and encouraging students to be physically active throughout their lifetime for better health. The students will spend a significant amount of time on **student led** activities devoted to health-related components of fitness. Students will be introduced to **WHS Sports Education Model** where students are assigned different leadership roles. Students will take full advantage of the weight room facility and develop personal fitness plans. They will be educated in the basic concepts of physical training. A significant amount of time will also be spent playing games designed to achieve physical fitness while having fun, thus encouraging them to engage in lifelong activities that lead to good health.

### TEAM SPORTS (ELECTIVE)

This course will combine skills and strategies that will lead to a competitive team environment. Football, speedball, volleyball, basketball, and pickle-ball are some of the activities offered in this course. Tournament play will be featured throughout the units. This is a physically demanding, highly competitive class that is recommended only for students who enjoy a high level of physical activity. This course may not be used to fulfill physical education requirement. Only juniors and seniors may sign up for this course. Students may repeat this class but may not take the class twice in one semester.

### RECREATIONAL SPORTS AND ACTIVITIES (ELECTIVE)

This course will focus on activities that a student can pursue in his or her adult life in order to maintain a healthy level of physical fitness. Swimming, tennis, pickleball, badminton, volleyball and ping pong are activities included in this course. This course **may not** be used to fulfill a physical education requirement.



## PHYSICAL EDUCATION CURRICULUM GRADES 9–12 COURSE DESCRIPTIONS

### BOOT CAMP (ELECTIVE)

Students will learn the concepts for proper techniques and strategies of a variety exercise programs. Each student will develop his or her own weight training program to meet his or her own needs for body building or sports performance. This course **may not** be used to fulfill a physical education requirement.

### LIFESAVING (ELECTIVE)

This course will lead to lifesaving, CPR and standard first aid certification. A certification card may be obtained for a fee. Please let instructor know if there is a financial hardship. This class will prepare students in skills used in the fields of Sports Medicine/Athletic Training. The content includes, but is not limited to, roles and responsibilities of team members, emergency and non-emergency procedures, anatomy and physiology, injury evaluation, equipment and modalities of rehabilitation, injury and disease prevention, and protective equipment.

### FIRST AID, CPR AND ATHLETIC TRAINING (ELECTIVE)

This course will lead to CPR and standard first aid certification. A section of this course will focus on the cause, care, prevention, and anatomy of common athletic injuries. The student will learn and practice taping techniques related to these injuries. A certification card may be obtained for a fee of \$21. Please let instructor know if there is a financial hardship.

### ATHLETIC EXPERIENCE (ELECTIVE)

This practicum experience will educate the student in the field of physical education, athletic coaching, sport administration and classroom management. Students will learn through engaging themselves in a 9th or 10th grade physical education class. The student will use their experience with the Sports Education Model (PE -10) to assist the physical education staff in instruction, class design, demonstration, class management, administration of fitness testing and class evaluation. Students will be actively engaged in the principles and methods of teaching. ***Another aspect of the practicum experience will include volunteer after school hours. Students will be required to complete four hours of an athletic experience outside of the classroom which must be pre-approved by instructor.*** All student assessment will be under the supervision of a specific physical education teacher. Selection in this course is limited and a lottery system may be used to select enrollment.

## PHYSICAL EDUCATION CURRICULUM GRADES 9–12 COURSE UNITS

Units are not listed in any specific sequence. This is based on Waterford High School general scheduling, facility scheduling and community scheduling.

<b>Grade 9 Physical Education</b>	<b>Grade 10 Physical Education</b>	<b>Team Sports</b>	<b>Recreational Sports &amp; Activities</b>	<b>Boot Camp</b>	<b>Lifesaving</b>	<b>First Aid, CPR &amp; Athletic Training</b>	<b>Athletic Experience</b>
Volleyball 1	Volleyball 2	Volleyball	Volleyball	Fitness Training	The Professional Lifeguard  Facility Safety & Patron Surveillance  Injury Prevention	CPR & AED	Follows PE 9 & PE 10 units
Speedball 1	Football	Football	Badminton	Weight Training	Water Rescue Skills	First Aid	
Personal Fitness Concepts & Cardio Games	Personal Fitness Development & Cooperative Games	Speedball	Swimming	Interval Training	Before Providing Care & Victim Assessment  Breathing Emergencies	Introduction to Sports Medicine	
	Speedball 2	Pickleball	Pickleball	Fitness Games	Cardiac Emergencies and Using an Automated External Defibrillator	Athletic Treatment Center Protocols	
Swimming 1	Swimming 2	Ultimate Frisbee	Ping Pong	Creative Movement & Dance	First Aid  Head, Neck, & Spinal Injuries in the Water	Injury Prevention	
Badminton	Badminton / Pickleball	Basketball	Tennis		Final Written Exam  Final In-Water Skill Scenarios	Specific Sports Injuries	
Floor Hockey	Basketball		Archery				
Tennis 1	Tennis 2		Floor / Field Hockey				
Project Adventure 1	Project Adventure 2						

# PHYSICAL EDUCATION CURRICULUM

## GRADE 9

### *UNIT: VOLLEYBALL 1*

**Unit Description:**

Volleyball is an activity which can be enjoyed by all students. Students will learn the necessary skills to develop an appreciation for the game. It is an excellent co-educational game.

**Purpose:**

The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a volleyball game in a physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the scoring system and the correct terminology of the game of volleyball	2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
To acquire the skills necessary to play the game of volleyball with enjoyment , satisfaction, and safety	4	Small Group Games	
To learn the rules, strategy, and team play of volleyball	1, 2, CCSS.ELA-Literacy.CCRA.SL.2	Large Group Games Video Analysis Guided Discovery	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5	Technology/Video Project Small Group Games Large Group Games	
Apply characteristics of performance for purposeful, recreational, skill, and fitness outcomes	3	Small Group Games Large Group Games	

# PHYSICAL EDUCATION CURRICULUM

## GRADE 9

### *UNIT: SPEEDBALL 1*

**Unit Description:**

Speedball is a great activity that combines soccer, basketball and team handball. Students will learn the necessary skills, playing techniques necessary for effective team and individual play. Students will have the opportunity to display their skills in scrimmage situations.

**Purpose:**

This unit is designed to teach basic soccer skills, basketball shooting skills and team handball throwing and catching skills to all students. Students will develop their skill level. Students will be challenged in playing in a game / scrimmage.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
To acquire knowledge and an understanding of the skills associated with the game of speedball	4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Understand the basic rules of the game	4	Teacher led activities Small Group Games	
To learn the terminology associated with speedball	2	Teacher led activities Technology Guided Discovery	
To practice and develop fundamental skills of passing, dribbling, shooting, and individual and team offensive and defensive skills	1	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	
Demonstrate an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations	2, CCSS.ELA-Literacy.CCRA.SL.2	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same	4	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	

## PHYSICAL EDUCATION CURRICULUM GRADE 9

### ***UNIT: PERSONAL FITNESS CONCEPTS & CARDIO GAMES***

**Unit Description:**

This course is designed to familiarize students with physical fitness and the importance of maintaining one’s personal fitness level. All freshman students will understand the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility by performing the Connecticut Physical Fitness Assessment / Fitnessgram. Students will learn to measure their pulse, resting heart rate, target heart rate, and target heart rate training zones. The student will learn many different ways to exercise through cardiorespiratory games. Students will study the risk factors of major diseases such as diabetes and heart disease as a result of obesity. Students will also be taught how to select the proper amount of weight to lift, repetitions, sets, and weight training terminology. Physical fitness is a lifelong commitment of time and effort.

**Purpose:**

Personal fitness is designed to meet the needs of the individual student. This course is designed to improve physical fitness through exercise. It is hoped that a healthy attitude toward participation in fitness activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Perform conditioning exercises for endurance, strength and flexibility	4	Small Group Games	
Provide for continual monitoring of students’ fitness level in ninth grade	3	Teacher led activities Guided Discovery	
Identify a student’s fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed	3	Teacher led activities	
Use the results of fitness assessments to guide changes in her or his personal program of physical activity	3, 5	Technology/Video Project	
Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness	5	Technology/Video Project	

**PHYSICAL EDUCATION CURRICULUM  
GRADE 9**

<b>Course Objectives</b>	<b>Standard(s)</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
Assess and adjust activities to maintain or improve personal level of health-related fitness	3	Teacher led activities	
Understand and utilize safe weight training practices	2, CCSS.ELA-Literacy.CCRA.SL.2	Teacher led activities	
Demonstrate the proper form and techniques using a variety of strength machines	1	Guided discovery	
To improve personal level of health -related fitness	5	Student led activities	
Gains knowledge of various related muscle groups and lifting principles	2	Teacher led activities	
Defines appropriate weight training terminology	2	Teacher led activities	

**PHYSICAL EDUCATION CURRICULUM  
GRADE 9**

***UNIT: SWIMMING 1***

<p><b>Unit Description:</b> Swimming is an activity which can be enjoyed by all students. The course is designed to introduce beginning swimming skills and water safety preparation in the case of emergencies.</p> <p><b>Purpose:</b> The purpose of the swimming unit is for students to become comfortable in the water, introduce fundamental skills, and learn basic water safety techniques.</p>
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Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate an understanding of movement concepts in the water	1, 2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Exhibit responsible personal and social behaviors in and around the water.	4	Small Group Games	
Demonstrates competency in the fundamental skills of swimming. (Front crawl, backstroke, sidestroke, breast stroke, elementary backstroke)	2	Large Group Games Skill Analysis Guided Discovery	
Students will practice basic water safety techniques	2		

**PHYSICAL EDUCATION CURRICULUM  
GRADE 9**

***UNIT: BADMINTON***

**Unit Description:**

Badminton is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**

This course is designed to help students develop skills, playing strategies, and knowledge of badminton. Upon mastery of the skills, student will have the opportunity to participate in a singles and doubles tournament.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Understand the fundamental techniques in various strokes used in the game of badminton	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Execute the basic strokes of badminton	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2, CCSS.ELA-Literacy.CCRA.SL.2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	



## PHYSICAL EDUCATION CURRICULUM GRADE 9

### *UNIT: FLOOR HOCKEY*

**Unit Description:**

Students will learn stick handling, passing, shooting, and goal tending skills that are necessary to play floor hockey. Students will play various lead up activities and games that will increase their ability to execute team offensive and defensive strategies. Students will participate in floor hockey games. It is a great recreational opportunity.

**Purpose:**

The purpose of the floor hockey unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a floor hockey game in physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate knowledge of rules, safety practices, and game procedures	1, 2, 4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Display fundamental skills of floor hockey: handling the puck, passing and receiving the puck, stopping and shooting the puck, and goal trending skills	1	Small Group Games	
Execute developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in floor hockey	1	Large Group Games Video Analysis Guided Discovery	
Understand and demonstrate knowledge of offensive/defensive team strategies	2, 2, 4, CCSS.ELA-Literacy.CCRA.SL.2	Technology/Video Project	
To play in a floor hockey game to promote the development and improvement of physical fitness level	3		

# PHYSICAL EDUCATION CURRICULUM

## GRADE 9

### *UNIT: TENNIS 1*

**Unit Description:**

Students will be introduced to the fundamental skills needed in the game of tennis. Students will play in both singles and doubles games.

**Purpose:**

Students work on fundamental skills, playing strategies and tactics. Students will play in modified games.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the proper grips and techniques for a variety of strokes	1	Skill Drills Teacher Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Execute the basic strokes of tennis: forehand, backhand, lob, smash, and serve stroke	1	Skill drills Teacher led activities Small Group Games	
Identify the safety concerns and considerations and playing courtesies associated with tennis	2, 4	Teacher Led	
Display an understanding of playing strategies for doubles and singles games	2, CCSS.ELA-Literacy.CCRA.SL.2	Small group games	
Identify and understand the basic rules, terminology, and scoring in the game of singles and doubles	2, 3, 5	Small group games	
Participate in a doubles and singles game for fitness and recreational pleasure	3, 5	Small group games	

**PHYSICAL EDUCATION CURRICULUM  
GRADE 9**

***UNIT: PROJECT ADVENTURE 1***

<p><b>Unit Description:</b> Students will be introduced to a variety of cooperative activities that include high, medium and low elements.</p> <p><b>Purpose:</b> The activities in the Project Adventure 1 unit will foster leadership, creativity and risk taking.</p>
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Course Objectives	Standard(s)	Instructional Strategies <i>Groups will be challenged based on their experience and "readiness"</i>	Evidence of Learning
Students will implement and master a variety of motor skills in a safe non-threatening environment	1	<ul style="list-style-type: none"> <li>• Trust Activities</li> <li>• Cooperative Games</li> <li>• Low Element Challenges</li> <li>• Zip Line</li> <li>• Rock Wall</li> <li>• Vertical PlayPen</li> <li>• Mohawk Walk</li> <li>• Wild Woozy</li> <li>• Whale Watch</li> <li>• Swinging Tires</li> <li>• Dangling Duo</li> <li>• Traverse Wall</li> <li>• Fire Cracker Ladder</li> <li>• Pamper Pole</li> <li>• Australian Belay System</li> <li>• Ropes – Nitro Crossing.</li> <li>• All Aboard</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Observations with checklists</li> <li>• Peer Assessments</li> <li>• Reflections</li> <li>• Problem-Solving Assessment</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Students will participate in the creation of the full value contract	2		
Students will participate under the Challenge by choice philosophy	3, 4		
Students will demonstrate respect for others	5		
Students will demonstrate reflective practices after their experience.	3		
Students will utilize problem solving skills to complete a variety of group initiatives.	3		

**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

***UNIT: VOLLEYBALL 2***

**Unit Description:**

Volleyball is an activity which can be enjoyed by all students. Students will review the necessary skills to develop an appreciation for the game. It is an excellent co-educational game.

**Purpose:**

The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a volleyball game in physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the scoring system and the correct terminology of the game of volleyball	2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
To acquire the skills necessary to play the game of volleyball with enjoyment , satisfaction, and safety	4	Small Group Games	
To learn the rules, strategy, and team play of volleyball	1, 2	Large Group Games Video Analysis Guided Discovery	
Describe and execute in game play the skills of serving, passing, spiking, and blocking	1, 2, CCSS.ELA-Literacy.CCRA.SL.2	Technology/Video Project Small Group Games Large Group Games	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5	Small Group Games Large Group Games	
Apply characteristics of performance for purposeful, recreational, skill, and fitness outcomes	3		

## PHYSICAL EDUCATION CURRICULUM GRADE 10

### *UNIT: FOOTBALL*

**Unit Description:**

Football is an activity designed to educate students about the game of football. Students will design a play book with their teams. Students will present their playbook and execute their plays during the football unit.

**Purpose:**

Students will learn the many skills necessary to play Football. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will also assume various roles of leadership in a fun, recreational setting.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Utilize safety procedures and proper safety precautions	2, 4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Identify the rules and strategies of football	2, 4	Small Group Games	
Comprehend the rules governing play	2, 4	Large Group Games Video Analysis Guided Discovery	
Execute the various skills and techniques to play football	1, CCSS.ELA-Literacy.CCRA.SL.2	Technology/Video Project	
Demonstrate offensive and defensive strategies	2, 4		
Understand the key points of football that will lead to success in future PE electives and lifelong activity	2, 4		
Use basic terminology associated with the game	2, 4		

**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

***UNIT: PERSONAL FITNESS DEVELOPMENT & COOPERATIVE GAMES***

**Unit Description:**

This is a unit for students to assess where they are presently and develop a program to meet their personal needs now and in the future. Students will develop skills to analyze and create workouts to meet their personal needs. Students will learn reactivate their knowledge about the fundamental weight lifting techniques and weight training methods. The students will have the opportunity to learn how to increase their muscle endurance, muscle strength, and improve muscle tone. An emphasis will be placed on correct lifting techniques, safety techniques, and spotting techniques. Students will also be taught how to select the proper amount of weight to lift, repetitions, sets, and weight training terminology.

**Purpose:**

Fitness and weight training is a program that will create a challenge for many participants. Through fitness and weight training, students will develop an appreciation of the positive effects it can have on one's fitness level. Fitness and weight training can help improve self -confidence, physical conditioning, and lead to a healthier life style.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Perform conditioning exercises for endurance, strength and flexibility	1	Small Group Games	
Provide for continual monitoring of students' fitness level	3	Teacher led activities Guided Discovery	
Identify a student's fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed	3	Technology Teacher led activities Student led activities Guided discovery	
Use the results of fitness assessments to guide changes in her or his personal program of physical activity	3, 5	Teacher led activities Student led activities	

**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

<b>Course Objectives</b>	<b>Standard(s)</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training	3	Student led activities	
Incorporate fitness and wellness concepts into cooperative activities to achieve and maintain a health enhancing level of physical fitness	5	Student led activities Teacher led activities Technology	
Assess and adjust activities to maintain or improve personal level of health-related fitness	3	Student Led activities Teacher led activities	
Understand and utilize safe weight training practices	2	Teacher led activities	
Demonstrate the proper form and techniques using a variety of strength machines	1	Teacher led activities	
Makes appropriate and safe weight selections	3	Teacher led activities	

# PHYSICAL EDUCATION CURRICULUM

## GRADE 10

### *UNIT: SPEEDBALL 2*

**Unit Description:**

Speedball is a great activity that combines soccer, basketball and team handball. Students will learn the necessary skills, playing techniques necessary for effective team and individual play. Students will have the opportunity to display their skills in a scrimmage situation. An emphasis in 10<sup>th</sup> grade will be placed on more complex team strategies.

**Purpose:**

This unit is designed to teach basic soccer skills, basketball shooting skills and team handball throwing and catching skills to all students. Students will develop their skill level. Students will be challenged in playing in a game / scrimmage.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
To acquire knowledge and an understanding of speedball	4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Understand the rules of the game	4	Teacher led activities Small Group Games	
To learn the terminology associated with speedball		Teacher led activities Technology Guided Discovery	
To practice and develop fundamental skills of passing, dribbling, shooting, and individual and team offensive and defensive skills	1	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	
Demonstrate an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations	2, CCSS.ELA-Literacy.CCRA.SL.2	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same	4	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	



**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

***UNIT: SWIMMING 2***

**Unit Description:**

Swimming is an activity which can be enjoyed by all students. The course is designed to reinforce beginner/intermediate swimming skills and water safety preparation in the case of emergencies.

**Purpose:**

The purpose of the swimming unit is for students to become comfortable in the water, reinforce fundamental skills, and learn intermediate water safety techniques.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate an understanding of movement concepts in the water	1, 2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Physical Education Labs</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Exhibit responsible personal and social behaviors in and around the water.	4	Small Group Games	
Demonstrates competency in the fundamental skills of swimming.	2	Large Group Games Video Analysis Guided Discovery	
Students will practice basic water safety techniques	2		

**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

***UNIT: BADMINTON / PICKLEBALL***

**Unit Description:**

Badminton and Pickleball is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**

This course is designed to help students develop skills, playing strategies, and knowledge of badminton/pickleball. Upon mastery of the skills, student will have the opportunity to participate in a singles and doubles tournament.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Understand the fundamental techniques in various strokes used in the game of badminton/pickleball	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Execute the basic strokes of badminton/pickleball	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2, CCSS.ELA-Literacy.CCRA.SL.2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	

## PHYSICAL EDUCATION CURRICULUM GRADE 10

### *UNIT: BASKETBALL*

**Unit Description:**

Basketball is a very popular game. It has great value as a recreational activity and as an excellent fitness activity. Through knowledge and development of team strategies, basketball can be played on all levels of competition, from backyard to highly organized teams.

**Purpose:**

This course is designed for students to refine fundamental skills. The students will have the opportunity to develop skill and game strategies. The students will play competitive and noncompetitive games.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Practices and develops fundamental skills of passing , dribbling, shooting, rebounding, and individual / team offensive and defensive skills	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Physical Education Labs</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Identifies the strategies of team offense and defense	2, 4	Small Group Games	
Participation in basketball during and outside of school can promote the development and improvement of physical fitness level	3	Large Group Games Video Analysis Guided Discovery	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same.	4	Technology/Video Project	
Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities	4		
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5		

# PHYSICAL EDUCATION CURRICULUM

## GRADE 10

### *UNIT: TENNIS 2*

**Unit Description:**

Students will review and practice the fundamental skills taught in 9th grade. Students will play in both singles and doubles games in a tournament setting.

**Purpose:**

Students will continue to work on fundamental skills, playing strategies and tactics. Students will play in adapted games.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the proper grips and techniques for a variety of strokes	1	Skill Drills Teacher Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Execute the basic strokes of tennis, forehand, backhand. lob, smash, and serve stroke	1	Skill drills Teacher led activities Small Group Games	
Identify the safety concerns and considerations and playing courtesies associated with tennis	2, 4	Teacher Led	
Display an understanding of playing strategies for doubles and singles games	2, CCSS.ELA-Literacy.CCRA.SL.2	Small group games	
Identify and understand the basic rules, terminology, and scoring in the game of singles and doubles	2, 3, 5	Small group games	
Participate in a doubles and singles game for fitness and recreational pleasure	3, 5	Small group games	

**PHYSICAL EDUCATION CURRICULUM  
GRADE 10**

***UNIT: PROJECT ADVENTURE 2***

**Unit Description:**  
Students will be introduced and/or further challenged to a variety of cooperative activities that include high, medium and low elements.

**Purpose:**  
The activities in the Project Adventure 2 unit will continue foster leadership, creativity and risk taking.

Course Objectives	Standard(s)	Instructional Strategies <i>Groups will be challenged based on the experience and "readiness"</i>	Evidence of Learning
Students will implement and master a variety of motor skills in a safe non-threatening environment	1	<ul style="list-style-type: none"> <li>• Trust Activities</li> <li>• Cooperative Games</li> <li>• Low Element Challenges</li> <li>• Zip Line</li> <li>• Rock Wall</li> <li>• Vertical PlayPen</li> <li>• Mohawk Walk</li> <li>• Wild Woozy</li> <li>• Whale Watch</li> <li>• Swinging Tires</li> <li>• Dangling Duo</li> <li>• Fidget Ladder</li> <li>• Traverse Wall</li> <li>• Australian Belay System</li> <li>• Fire Cracker Ladder</li> <li>• Pamper Pole</li> <li>• Ropes – Nitro Crossing.</li> <li>• All Aboard</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Observations with checklists</li> <li>• Peer Assessments</li> <li>• Reflections</li> <li>• Problem-Solving Assessment</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Students will participate in the creation of the full value contract	2		
Students will participate under the Challenge by choice philosophy	3, 4		
Students will demonstrate respect for others	5		
Students will demonstrate reflective practices after their experience.	3		
Students will utilize problem solving skills to complete a variety of group initiatives.	3		

**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: VOLLEYBALL***

**Unit Description:**

Volleyball is an activity which can be enjoyed by all students. A tournament style of play will be used. Students will compete in highly competitive games.

**Purpose:**

The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a volleyball game in physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the scoring system and the correct terminology of the game of volleyball	2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
To acquire the skills necessary to play the game of volleyball with enjoyment , satisfaction, and safety	4	Small Group Games	
To learn the rules, strategy, and team play of volleyball	1, 2	Large Group Games	
Describe and execute in game play the skills of serving, passing, spiking, and blocking	1, 2	Technology	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5	Technology	
Apply characteristics of performance for purposeful, recreational, skill, and fitness outcomes	3	Large Group Games	

**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: FOOTBALL***

**Unit Description:**

Football is an activity designed to educate students about the game of football. Recreational teams and intramural leagues in communities and colleges are prevalent. The activity combines the skills of speed, agility, and coordination. Students participate in competitive games.

**Purpose:**

Students will learn the many skills necessary to play Football. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will participate in a highly competitive tournament style of play much like a recreational setting.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Utilize safety procedures and proper safety precautions	2, 4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Identify the rules and strategies of football	2, 4	Large Group Games	
Comprehend the rules governing play	2, 4	Large Group Games Guided Discovery	
Execute the various skills and techniques to play football	1	Large group games	
Demonstrate offensive and defensive strategies	2, 4	Large group games	
Understand the key points of football that will lead to success in lifelong activity	2, 4	Large group games	
Use basic terminology associated with the game	2, 4	Large group games	

**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: SPEEDBALL***

**Unit Description:**

Speedball is an activity designed to educate students about the game of speedball. The activity combines the skills of speed, agility, and coordination. Students participate in competitive games.

**Purpose:**

Students will learn the many skills necessary to play Speedball. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will participate in a highly competitive tournament style of play much like a recreational setting.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
To acquire knowledge and an understanding of speedball	2, 3	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Understand the rules of the game	2, 3	Small Group Games	
To learn the terminology associated with speedball	2	Large Group Games	
To practice and develop fundamental skills of passing, dribbling, shooting, and individual and team offensive and defensive skills	1	Large group games	
Demonstrate an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations	2	Student led activities Teacher led activities	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same	4	Teacher led activities Large Group Games	



**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: PICKLEBALL***

**Unit Description:**

Pickleball is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**

This course is designed to help students develop skills, playing strategies, and knowledge of pickleball. Upon mastery of the skills, student will have the opportunity to participate in highly competitive singles and doubles tournaments.

<b>Course Objectives</b>	<b>Standard(s)</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
Understand the fundamental techniques and concepts in various strokes used in the game of badminton	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Execute the basic strokes of badminton	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	

**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: ULTIMATE FRISBEE***

**Unit Description:**

Ultimate Frisbee is an activity that is extremely popular with young people throughout the nation. Recreational teams and intramural leagues in communities and colleges are prevalent. The activity combines the skills of speed, agility, and coordination. Students participate in competitive games.

**Purpose:**

The purpose is to teach the necessary skills of throwing and catching the Frisbee as well as to teach the movements needed to participate in competitive games. Less skilled students will participate in non-competitive games. Also, the rules and strategies of ultimate Frisbee will be taught to provide each student with a background to participate in recreational games or just for fun.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Effectively demonstrate the backhand, forehand, and hammer throws	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Effectively demonstrate catching skills	1	Small Group Games	
Understands the rules of Frisbee	1, 2, 4	Large Group Games Video Analysis	
Demonstrates offensive and defensive team strategies, game concepts, and safety guidelines	2, 4	Small group games Large group games	
Effectively demonstrates cutting and picking skills	1	Small group games Large group games	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5	Large group games	

**PHYSICAL EDUCATION CURRICULUM  
TEAM SPORTS – ELECTIVE**

***UNIT: BASKETBALL***

**Unit Description:**

Basketball is an activity designed to educate students about the game of football. Recreational teams and intramural leagues in communities and colleges are prevalent. The activity combines the skills of speed, agility, and coordination. Whether students participate in competitive games

**Purpose:**

Students will learn the many skills necessary to play Basketball. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will also assume various roles of leadership in a fun, recreational setting.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Practices and develops fundamental skills of passing , dribbling, shooting, rebounding, and individual / team offensive and defensive skills	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Identifies the strategies of team offense and defense	2, 4	Small Group Games	
Participation in basketball during and outside of school can promote the development and improvement of physical fitness level	3	Large Group Games Video Analysis Guided Discovery	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same.	4	Technology/Video Project	
Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities	4		
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5		

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: VOLLEYBALL***

**Unit Description:**  
Volleyball is an activity which can be enjoyed by all students. A tournament style of play will be used. Students will compete in highly competitive games.

**Purpose:**  
The purpose of the volleyball unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a volleyball game in physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the scoring system and the correct terminology of the game of volleyball	2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
To acquire the skills necessary to play the game of volleyball with enjoyment , satisfaction, and safety	4	Small Group Games	
To learn the rules, strategy, and team play of volleyball	1, 2	Large Group Games	
Describe and execute in game play the skills of serving, passing, spiking, and blocking	1, 2	Technology	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships	5	Technology	
Apply characteristics of performance for purposeful, recreational, skill, and fitness outcomes	3	Large Group Games	

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: BADMINTON***

**Unit Description:**  
Badminton is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**  
This course is designed to help students develop skills, playing strategies, and knowledge of badminton. Upon mastery of the skills, student will participate in a highly competitive singles and doubles tournament.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Understand the fundamental techniques in various strokes used in the game of badminton	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Execute the basic strokes of badminton	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: SWIMMING***

<p><b>Unit Description:</b> Swimming is an activity which can be enjoyed by all students. The course is designed to have students leisurely participate in water games and activities.</p> <p><b>Purpose:</b> The purpose of the swimming unit is for students to become comfortable in the water, introduce dance movements, participate in water games and activities, and be aware of water safety techniques.</p>
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<b>Course Objectives</b>	<b>Standard(s)</b>	<b>Instructional Strategies</b>	<b>Evidence of Learning</b>
Demonstrate an understanding of movement concepts in the water	1, 2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Exhibit responsible personal and social behaviors in and around the water.	4	Small Group Games	
Demonstrates competency in the fundamental skills of swimming.	2	Large Group Games Video Analysis Guided Discovery Technology/Video Project	

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: PICKLEBALL***

**Unit Description:**  
Pickleball is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**  
This course is designed to help students develop skills, playing strategies, and knowledge of pickleball. Upon mastery of the skills, student will have the opportunity to participate in highly competitive singles and doubles tournaments.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Understand the fundamental techniques in various strokes used in the game of badminton	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Execute the basic strokes of badminton	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: PING PONG***

**Unit Description:**  
Ping Pong is a recreational activity. The games are very popular. Students gain satisfaction as they practice and master all of the skills.

**Purpose:**  
This course is designed to help students develop skills, playing strategies, and knowledge of ping pong. Upon mastery of the skills, student will have the opportunity to participate in highly competitive singles and doubles tournaments.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Understand the fundamental techniques in various strokes used in the game of ping pong	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Execute the basic strokes of ping pong	1, 2	Small Group Games	
Display an understanding of basic strategies in both singles and doubles	2	Large Group Games Video Analysis Guided Discovery	
Identify and understand the basic rules and terminology in the game of singles and doubles	1, 5	Technology/Video Project	



**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: TENNIS***

**Unit Description:**

Students will review and practice the fundamental skills taught in 9th grade. Students will play highly competitive singles and doubles games in a tournament setting.

**Purpose:**

Students will learn the many skills necessary to play Tennis. Among those skills, students will gain the benefit of physical fitness and social opportunities to interact with classmates and be part of a team. Students will participate in a highly competitive tournament style of play much like a recreational setting. Students will continue to work on fundamental skills, playing strategies and tactics. Students will play in competitive games.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate the proper grips and techniques for a variety of strokes	1	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Execute the basic strokes of tennis, forehand, backhand, lob, smash, and serve stroke	1	Small Group Games	
Identify the safety concerns and considerations and playing courtesies associated with tennis	2, 4	Large Group Games Video Analysis Guided Discovery	
Display an understanding of playing strategies for doubles and singles games	2	Technology/Video Project	
Identify and understand the basic rules, terminology, and scoring in the game of singles and doubles	2, 3, 5		
Participate in a doubles and singles game for fitness and recreational pleasure	3, 5		

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: ARCHERY***

**Unit Description:**  
Archery is a co-recreational activity. This activity will teach the student methods of stringing and unstringing a bow and proper shooting techniques. Students will have the opportunity to participate in target and clout shooting. Retrieving methods will also be learned. Safety methods will be emphasized.

**Purpose:**  
This course is designed to help students develop the skills, techniques and methods of archery. Archery is a healthful sport and not very strenuous. It is a most enjoyable lifetime activity.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Hold a proper stance	1, 2	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Execute the proper nocking and shooting technique	1, 2	Small Group Games	
Understand the point of aim	1, 2	Large Group Games Video Analysis	
Understand and utilize the necessary safety precautions	2	Technology Teacher Led Activities	
Execute the proper arrow retrieval techniques	2	Teacher Led Activities	

**PHYSICAL EDUCATION CURRICULUM  
RECREATIONAL SPORTS AND ACTIVITIES – ELECTIVE**

***UNIT: FLOOR / FIELD HOCKEY***

**Unit Description:**

Students will learn stick handling, passing, shooting, and goal tending skills that are necessary to play floor hockey. Students will play various lead up activities and games that will increase their ability to execute team offensive and defensive strategies. Students will participate in competitive floor hockey games.

**Purpose:**

The purpose of the floor hockey unit will serve as an activity to foster teamwork, socialization and skill development. The students should come away with the knowledge of how to successfully participate in a highly competitive floor hockey game in physical education class or recreational situation.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Demonstrate knowledge of rules, safety practices, and game procedures	1, 2, 4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> </ul>
Display fundamental skills of floor hockey: handling the puck, passing and receiving the puck, stopping and shooting the puck, and goal trending skills	1	Small Group Games	
Execute developmentally mature applications combining locomotor, nonlocomotor, and manipulative skills to participate in floor hockey	1	Large Group Games Video Analysis Guided Discovery	
Understand and demonstrate knowledge of offensive/defensive team strategies	2, 3, 4	Technology/Video Project	
To play in a floor hockey game to promote the development and improvement of physical fitness level	3, 5		

**PHYSICAL EDUCATION CURRICULUM  
BOOT CAMP – ELECTIVE**

***UNIT: FITNESS TRAINING***

**Unit Description:**

This course is designed to familiarize students with physical fitness and the importance of maintaining one’s personal fitness level. All students will understand the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility. Physical fitness is a lifelong commitment of time and effort.

**Purpose:**

Personal fitness is designed to meet the needs of the individual student. This course is designed to improve physical fitness through exercise. It is hoped that a healthy attitude toward participation in fitness activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Perform conditioning exercises for endurance, strength and flexibility	1	Small Group Games	
Identify a student’s fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed	3	Teacher led activities	
Use the results of fitness assessments to guide changes in her or his personal program of physical activity	3, 5	Technology/Video Project	
Assess and adjust activities to maintain or improve personal level of health-related fitness	3, 5	Teacher led activities	

**PHYSICAL EDUCATION CURRICULUM  
BOOT CAMP – ELECTIVE**

***UNIT: WEIGHT TRAINING***

**Unit Description:**

This course is designed to familiarize students with weight training and the importance of maintaining one’s personal fitness level. Students will be taught how to select the proper amount of weight to lift, repetitions, sets, and weight training terminology.

**Purpose:**

Weight training is designed to meet the needs of the individual student. This course is designed to improve strength training exercises. It is hoped that a healthy attitude toward participation in weight training activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Pre-testing/post testing</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Identify a student’s level of muscular strengths, so that areas in need of improvement can be seen and individual programs can be developed	3	Teacher led activities	
Use the results of assessments to guide changes in her or his personal program of physical activity	3	Technology/Video Project	
Assess and adjust activities to maintain or improve levels of muscular strength.	3	Teacher led activities	
Understand and utilize safe weight training practices	3	Teacher led activities	
Demonstrate the proper form and techniques using a variety of strength machines	1	Guided discovery	
Gains knowledge of various related muscle groups and lifting principles	2	Teacher led activities	
Defines appropriate weight training terminology	2	Teacher led activities	

## PHYSICAL EDUCATION CURRICULUM BOOT CAMP – ELECTIVE

### *UNIT: INTERVAL TRAINING*

**Unit Description:**

This course is designed to familiarize students with interval training and the importance of maintaining one’s overall fitness levels. All students will understand the components of physical fitness: cardio-respiratory endurance, muscular strength, muscular endurance, and flexibility. The student will learn many different ways to exercise through interval training, which will focus on upper body, core body and lower body workouts. Physical fitness is a lifelong commitment that can be utilize through an interval training workout.

**Purpose:**

Interval training is designed to meet the needs of the individual student. This course is designed to improve overall fitness through exercise. It is hoped that a healthy attitude toward participation in fitness activities can be developed to help motivate students to appreciate and enjoy all physical activities in school and during their lifetime.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Pre-test/Post- test</li> <li>• Skill Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Perform conditioning exercises for endurance, strength and flexibility	1	Small Group Games	
Identify a student’s fitness weaknesses and strengths so that areas in need of improvement can be seen and individual programs can be developed	3	Teacher led activities	
Assess and adjust activities to maintain or improve personal level of fitness.	3	Teacher led activities	
Understand and utilize safe training practices during exercising.	2, CCSS.ELA-Literacy.CCRA.SL.2	Teacher led activities	
Demonstrate the proper form and techniques using a variety of exercise equipment	1	Guided discovery	
Gains knowledge of various related muscle groups.	2	Teacher led activities	
Defines appropriate weight training terminology	2	Teacher led activities	

**PHYSICAL EDUCATION CURRICULUM  
BOOT CAMP – ELECTIVE**

***UNIT: FITNESS GAMES***

**Unit Description:**  
Students will learn the necessary skills, playing techniques necessary for effective team and individual play, that will promote overall physical fitness.

**Purpose:**  
This unit is designed to teach basic soccer skills, basketball shooting skills and team handball throwing and catching skills to all students. Students will develop their skill level. Students will be challenged in playing in a game / scrimmage.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
To acquire knowledge and an understanding of the skills associated with developing fitness elements.	4	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Skill Assessments</li> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> </ul>
Understand the basic rules of the game	4	Teacher led activities Small Group Games	
To practice and develop better movements to enhance physical fitness	1	Skill Drills Teacher Led Activities Student Led Activities Technology/Video Project	
Demonstrate an understanding of how rules and safety practices and procedures need to be adjusted for different movement situations	2, CCSS.ELA-Literacy.CCRA.SL.2	Skill Drills Teacher Led Activities Student Led Activities	
Apply safe practices, rules, procedures, etiquette, and good sportsmanship in all physical activity settings, take initiative to encourage others to do the same	4	Skill Drills Teacher Led Activities Student Led Activities	
Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships with fitness.	5		

**PHYSICAL EDUCATION CURRICULUM  
BOOT CAMP – ELECTIVE**

***UNIT: CREATIVE MOVEMENT AND DANCE***

**Unit Description:**

This is a unit for students to assess where they are presently and develop a program to meet their personal needs now and in the future. Students will develop skills to analyze and create workouts to meet their personal needs. Students will learn about the fundamental movements that lead to increasing ones flexibility, rhythm and movements, and balance. The students will have the opportunity to learn how to increase their muscle endurance and improve muscle tone.

**Purpose:**

Movement and dance like activities is a program that will create a challenge for many participants. An appreciation of the positive effects movement and dance can have on one’s fitness level. It will help improve self -confidence, physical conditioning, and lead to a healthier life style.

Course Objectives	Standard(s)	Instructional Strategies	Evidence of Learning
Increase one's self confidence and self esteem	5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Peer Assessments</li> <li>• Skill Assessments</li> </ul>
Perform conditioning exercises for endurance and flexibility	1	Small Group Games	
Provide for continual monitoring of students’ fitness level; flexibility and balance.	3	Teacher led activities Guided Discovery	
Identify a student’s fitness strengths and weaknesses so that areas in need of improvement can be seen and individual programs can be developed.	3	Technology Teacher led activities Student led activities Guided discovery	
Demonstrate an understanding of movement concepts in the water that will increase levels of fitness	1, 2	Skill Drills Teacher Led Activities Student Led Activities	
Exhibit responsible personal and social behaviors in and around the water.	4	Small Group Games	



## PHYSICAL EDUCATION CURRICULUM LIFESAVING – ELECTIVE

### **Unit Description:**

Through videos, group discussion and hands-on practice, you'll learn teamwork, rescue and surveillance skills, First Aid and CPR/AED and other skills you need to work as a professional lifeguard. Successful completion results in a 2-year certification in Lifeguarding that includes first aid, professional-level CPR and AED in one certificate. Digital certificate will be available upon successful completion of course.

### **Prerequisites:**

Must be at least 15 years old and pass certain swimming requirements.

\*\*A fee is required to become American Red Cross Certified\*\*

### **Purpose:**

The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize, and respond to aquatic emergencies, and to provide care for breathing and cardiac emergencies, injuries and sudden illness until emergency medical services (EMS) personnel take over. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an aquatic emergency and a medical emergency.

### **Evidence of Learning:**

Proper demonstration of skills and final examination scores, which will lead to certification.

Course Objectives	Standard(s)	Instructional Strategies
<ul style="list-style-type: none"> <li>○ The Professional Lifeguard</li> <li>○ Facility Safety &amp; Patron Surveillance</li> <li>○ Injury Prevention</li> </ul>	1, 2, 4, 5	<ul style="list-style-type: none"> <li>● Readings from American Red Cross Manual</li> <li>● American Red Cross eLearning videos</li> <li>● Skill demonstration and practice</li> </ul>
○ Water Rescue Skills	1, 2, 4, 5	
<ul style="list-style-type: none"> <li>○ Before Providing Care &amp; Victim Assessment</li> <li>○ Breathing Emergencies</li> </ul>	1, 2, 4, 5	
○ Cardiac Emergencies and Using an Automated External Defibrillator	1, 2, 4, 5	
<ul style="list-style-type: none"> <li>○ First Aid</li> <li>○ Head, Neck &amp; Spinal Injuries in the Water</li> </ul>	1, 2, 4, 5	
<ul style="list-style-type: none"> <li>○ Final Written Exam</li> <li>○ Final In-Water Skill Scenarios</li> </ul>	1, 2, 4, 5	

## **PHYSICAL EDUCATION CURRICULUM FIRST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

The Waterford High School First Aid, CPR and Athletic Training class will prepare students in skills used in the fields of Sports Medicine/Athletic Training. The content includes, but is not limited to, roles and responsibilities of team members, emergency and non-emergency procedures, anatomy and physiology, injury evaluation, equipment and modalities of rehabilitation, injury and disease prevention, and protective equipment.

After successful completion of this course, students will be proficient in the following standards:

- Students will understand the roles and responsibilities of numerous sports medicine professionals
- Students will understand ways to protect themselves from litigation associated with the care of athletes.
- Students will evaluate how to prevent illnesses and injury during participation in athletics.
- Students will demonstrate how to recognize, assess and manage a variety of common athletic injuries.

The Common Core State Standards for College and Career Readiness for Speaking and Listening define the skills and understandings that all students must demonstrate in the class. The CCSS standards are as follows:

- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.CCRA.SL.1
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.2
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.CCRA.SL.4
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. CCSS.ELA-Literacy.CCRA.SL.5

***CPR/AED Unit & First Aid Unit follows the American Red Cross Responding to Emergencies:  
Comprehensive First Aid/CPR/AED curriculum and uses the student text and teacher manual.***

**PHYSICAL EDUCATION CURRICULUM  
FIST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

***UNIT: INTRODUCTION TO SPORTS MEDICINE***

**Objectives:**

- Students will understand the roles and responsibilities of numerous sports medicine professionals
- Students will understand ways to protect themselves from litigation associated with the care of athletes.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Essential Questions:**

- *Why are members of the sports medicine profession essential for effective best practices?*
- *How do certain characteristics make a person more effective as a healthcare professional?*
- *Why is important to know the legal concepts as a sports medical professional?*
- *How can having the basic knowledge of medical terminology and injury treatment be beneficial?*

Course Expectations	Evidence of Learning
Define the term sports medicine	Multimedia Presentations
Identify the essential personnel of an effective sports medicine program.	Class discussions
Identify personal characteristics of sports medicine practitioners.	Common Formative Assessment
List and describe the various career options, including historical background and educational requirements in the sports medicine field	Text- Based Reading Assessment
List and describe the professional organizations and associations of various sports medical professions.	Peer teaching
Describe the role of the coach in injury prevention, emergency care and management	
Define legal terminology	
Analyze the legal concepts of liability, negligence, torts and assumption	
Differentiate between ethical and legal responsibility	
Identify the legal limitations of athletic trainers, coaches and athletes.	
Define medical terminology and abbreviations.	

**PHYSICAL EDUCATION CURRICULUM  
FIST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

***UNIT: ATHLETIC TREATMENT CENTER PROTOCOLS***

**Objectives:**

- Students will understand the roles and responsibilities of numerous sports medicine professionals
- Students will understand ways to protect themselves from litigation associated with the care of athletes.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Essential Questions:**

- *How can people be proactive in protection from disease through basic actions?*
- *How can an athletic trainer maximize their effectiveness through facility design?*
- *How does a school size affect medical treatment of athletes?*
- *How can schools protect themselves from litigation?*

Course Expectations	Evidence of Learning
Describe and demonstrate athletic treatment center operational protocols (record keeping, inventory, budgeting)	Multimedia presentation
Identify the rules of operation in an athletic training facility	Athletic Training Room Design
Design a well-planned athletic training facility.	Athletic Training Room Budget
Identify the necessary records that must be maintained by the athletic trainer	Budget critique
Identify and describe how blood-borne pathogens are transmitted, universal precautions, and disposal of hazardous wastes and sanitation.	Common formative assessment
Develop a budget for supplies and equipment to open the athletic training facility that the student designed	Class discussions
Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines (OSHA Laws).	

**PHYSICAL EDUCATION CURRICULUM**  
**FIST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

<b>Course Expectations</b>	<b>Evidence of Learning</b>
Demonstrate the use of various manual and mechanical decontamination and sterilization techniques and procedures.	
Describe and demonstrate the functions and uses of various sports medicine supplies.	
Demonstrate an understanding of budgetary procedures through the creation of an athletic training room budget.	

**PHYSICAL EDUCATION CURRICULUM  
FIRST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

***UNIT: INJURY PREVENTION***

**Objectives:**

- Students will evaluate how to prevent illnesses and injury during participation in athletics.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Essential Questions:**

- *How can an athlete improve performance through training techniques?*
- *What is the importance of proper fitting of sports equipment?*
- *How does our society influence nutrition?*
- *How can athletes prevent injuries through mental preparation?*
- *How is the use of performance enhancing drugs fair?*

<b>Course Expectations</b>	<b>Evidence of Learning</b>
Identify the conditioning seasons and focus of each season	Peer teaching
Explain the principles of conditioning	Text-based Reading Assessment
Identify the components and importance of warm up and cool down activities	Develop a sport-specific training program
Describe the importance of flexibility, strength, endurance for athletic performance and injury prevention	Writing assignments
Explain the effects of exercise on the heart	Personal Fitness Assessment
Identify the six major nutrient classes and describe their function	Food journal
Explain the importance of good nutrition as it relates to athletic performance and preventing injuries	Class discussions
Critique a diet and provide suggestions for nutritional improvement	Projects
Compare and contrast body weight and body composition	Debate
Identify signs and symptoms of bulimia and anorexia nervosa	

**PHYSICAL EDUCATION CURRICULUM  
FIRST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

<b>Course Expectations</b>	<b>Evidence of Learning</b>
Identify legal considerations associated with manufacturing, buying, and issuing commercial protective equipment	
Explain the importance of proper fitting equipment	
Describe personality factors that can lead to sports injuries	
Identify types of performance enhancing drugs	
Explain how drugs affect athletes performance	
Describe side effects and dangers of performance enhancing drugs	
Evaluate the fairness of performance enhancing drugs by athletes	

**PHYSICAL EDUCATION CURRICULUM  
FIRST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

***UNIT: SPECIFIC SPORTS INJURIES***

**Objectives:**

- Students will demonstrate how to recognize, assess and manage a variety of common athletic injuries.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Essential Questions:**

- *Why is there a need for different types of tapes and bandages?*
- *How can an athlete recover from injury and prepare to return to activity?*
- *How do injuries affect athletes?*

Course Expectations	Evidence of Learning
Demonstrate site preparation for taping	Taping Lab
Demonstrate basic skills in the use of taping in sports	Projects
Explain the rehabilitative process in a sports medicine environment	Class Discussion
Identify the short-term and long-term goals of a rehabilitation program	Multimedia presentation
Describe the criteria and decision-making process for determining when the injured athlete may return to full activity	Peer teaching
Describe and demonstrate the anatomical basis, perform injury assessment, identify steps that will reduce injuries, explain the causes of common injuries, and describe the appropriate care for: <ul style="list-style-type: none"> <li>• Foot/ankle/lower leg injuries</li> <li>• Knee injuries</li> <li>• Thigh, hips, groin and pelvis</li> <li>• Thorax and abdomen injuries</li> <li>• Head and face injuries</li> <li>• Shoulder injuries</li> <li>• Elbow, forearm, wrist and hand injuries</li> </ul>	Injury scenarios Assessment Case studies Practical assessments



**PHYSICAL EDUCATION CURRICULUM**  
**FIST AID, CPR AND ATHLETIC TRAINING – ELECTIVE**

<b>Suggested Instructional Strategies</b>		
<b>Reading</b>	<b>Writing</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Predicting reading content</li> <li>• Independent reading</li> <li>• Outlining/Note-taking</li> <li>• Graphic Organizer</li> <li>• Summarize text</li> <li>• Expert groups</li> <li>• Activating prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Free-writes</li> <li>• Collaborative writing</li> <li>• Noodletools (and other computer-based tools for writing)</li> <li>• Brainstorming</li> <li>• School-wide rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom debates</li> <li>• Collaborative group activities</li> <li>• Role playing</li> <li>• Demonstrations</li> <li>• Simulation activities</li> <li>• Student generated assessments</li> <li>• Students develop higher level questioning</li> <li>• Class and small group discussions</li> <li>• Focused lecture</li> <li>• Multimedia presentation</li> <li>• Teacher modeling</li> <li>• Collaborative group presentations</li> <li>• Virtual classroom</li> <li>• Peer teaching</li> <li>• Flip classroom</li> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> </ul>

**PACING GUIDE**

<b>Course Expectations</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>
CPR/AED	X	
First Aid	X	
Introduction to Sports Medicine	X	>
Athletic Treatment Center Protocols		X
Injury Prevention		X
Specific Sports Injuries		X

## PHYSICAL EDUCATION CURRICULUM ATHLETIC EXPERIENCE – ELECTIVE

**Unit Description:**

This practicum experience will educate the student in the field of physical education, athletic coaching, sport administration and classroom management. Students will learn through engaging themselves in a 9<sup>th</sup> or 10<sup>th</sup> grade physical education class. Another aspect of the practicum experience will include volunteer after school hours. Students will be required to complete four hours of an athletic experience outside of the classroom which must be pre-approved by instructor. All student assessment will be under the supervision of a specific physical education teacher. Selection in this course is limited and a lottery system may be used to select enrollment.

**Purpose:**

The student will use their experience with the Sports Education Model (PE-10) to assist the physical education staff in instruction, class design, demonstration, class management, administration of fitness testing and class evaluation. Students will be actively engaged in the principles and methods of teaching.

Course Objectives	CT Standards	Instructional Strategies	Evidence of Learning
Students will demonstrate an understanding of a wide variety of physical activities which are utilized in the PE 9 & PE 10 curriculum.	1, 2, 3, 4, 5	Skill Drills Teacher Led Activities Student Led Activities	<ul style="list-style-type: none"> <li>• On-going feedback</li> <li>• Self-Assessments</li> <li>• Regular evaluation of individual class participation according to rubric criteria</li> <li>• Personal journal</li> </ul>
Students will have the opportunity to improve speaking, listening and group skills in small or large group settings.	CCSS.ELA-Literacy.SL.9-10.4	Small Groups	
Students will have the opportunity to increase their understanding of the concepts of group dynamics.	2	Small Group Large Group	
Students will have the opportunity to gain an understanding of various problem-solving techniques.	4	Small Group	
Students will have the opportunity to increase their skills in areas of assertiveness, risk-taking, conflict resolution.	4	Student led activities	
Students have the opportunity to increase their awareness of good sportsmanship and the ways it can be generated.	4	Teacher led activities Student led activities Small Group Large Group	
Students will increase their understanding of athletic management through service and observation.	3, 4, 5	Four hours of volunteer service in athletics TBD through instructor	