



Bristol Public Schools
Office of Teaching & Learning

Department	Health and Physical Education
Department Philosophy	<p>The goal of a comprehensive Physical Education program is to develop a physically educated individual who has knowledge, skills and the confidence to enjoy a lifetime of healthful physical activity. Early childhood is the time to begin the development of active and healthy lifestyles to prevent the growing rate of childhood diseases.</p> <p>The Bristol Physical Education curriculum is aligned with the national and state physical education standards. Our goal is to reinforce and enhance a child’s inherent love of movement and play by providing multiple opportunities to learn, through meaningful content and appropriate instruction. By weaving fitness concepts sequentially throughout the curriculum, our objective is for students to achieve and maintain healthy fitness levels and physically active lifestyles.</p> <p>We strive to stimulate their desire for play and fitness by affording them many opportunities for success to reverse today’s trend towards youth inactivity.</p>
Course	Physical Education Grade 9-12
Course Description for Program of Studies	<p>The curriculum is based on the Connecticut Health and Balanced Living Curriculum Framework. Students will participate in activities that promote social-emotional well being while working on improving physical fitness and team building skills. They will be given a solid foundation which will extend into an opportunity to develop intermediate and advanced skills. An emphasis will be placed on the importance of a healthy lifestyle and physical fitness to address the increase in childhood diseases. Students will assess personal needs, interests, abilities and opportunities related to physical fitness with a focus on personal improvement.</p>

	<p>The curriculum is designed to allow students to select from a variety of activities:</p> <ol style="list-style-type: none">1. Team sports, e.g., basketball, soccer, volleyball.2. Individual and health related activities, e.g., weight training, weight control, walk/jog, aerobic conditioning activities.3. Lifetime, leisure activities, e.g. Badminton, tennis, and backyard games.
Grade Level	Grade 9-12
Pre-requisites	
Credit (if applicable)	2 credits by graduation

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Physical Fitness	Team Sports	Individual Sports	Lifetime Activities	Cooperative Games
Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns	S	P	P	S	S
S1.H1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual- performance activities, aquatics, net/wall games or target games).	S	S	P	P	P
S1.H3 Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	P	S	S	S	S
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	S	P	P	S	S
S2.H1 Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	S	P	P	P	S
S2.H2 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	S	P	P	S	S
S2.H3 Demonstrates the ability to create a practice plan to improve performance for a self- selected skill.	S	S	P	S	S

S2.H5 Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.	S	P	P	S	S
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	P	S	S	S	S
S3.H1 Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	P	S	S	S	S
S3.H2.L1 Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.	P	S	S	S	S
S3.H3.L1 Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	P	S	S	S	S
S3.H4.L1 Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	P	S	S	S	S
S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	P	S	S	P	S
S3.H6 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	P	S	S	P	S
S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights. ³⁶	P	S	S	S	S
S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	P	S	S	S	S

S3.H9.L1 Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).	P	S	S	S	S
S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)	P	S	S	S	S
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.	S	S	S	S	P
S4.H2 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	S	P	S	S	P
S4.H3 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics	S	P	S	S	P
S4.H4 Demonstrates the ability to solve problems and think critically in physical activity and/or dance setting, both as an individual and in groups.	S	P	P	P	S
S4.H5 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).	P	S	S	P	S
S5.H1 Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	P	S	S	P	S
S5.H2 Challenge is a focus in Level 2.	P	S	S	P	S
S5.H3 Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	P	S	S	P	S

S5.H4 Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	P	S	S	P	S
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UNIT 1: Physical Fitness

Physical Fitness

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H3	Demonstrates competency in 1 or more specialized skills in health-related fitness activities.	X	Content Knowledge	<ul style="list-style-type: none"> ● Cardiovascular Endurance ● Muscular Strength ● Muscular Endurance ● Interval Training
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	X	Content Knowledge	<ul style="list-style-type: none"> ● Target Heart Rate ● FITT Principle ● Goal Setting ● Specificity ● Body Composition
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H1	Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1) Demonstrates the ability to investigate the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	X	Content Knowledge	<ul style="list-style-type: none"> ● Active vs Sedentary Lifestyle ● Physical Literacy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

S3.H2. L1	Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.		Content Knowledge	<ul style="list-style-type: none"> ● LA Fitness ● The Edge ● Planet Fitness ● Bell City ● All Out Studio Workout App ● Nike Training Workout App ● Map My Run App ● Mirror ● Nordictrack ● Peloton
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H3. L1	Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold.	X	Content Knowledge	<ul style="list-style-type: none"> ● Hydration ● Heat Related Illness ● Humidity ● Appropriate dress
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H4. L1	Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.	X	Content Knowledge	<ul style="list-style-type: none"> ● Local workout facilities ● Park and Recreation ● Community Centers <ul style="list-style-type: none"> ○ Bristol Boys and Girls Club ● Sport Clubs
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H5. L1	Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.	X	Content Knowledge	<ul style="list-style-type: none"> ● Maintain ● Participate ● Engage ● Assess ● Adjust ● Implement
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H6	Demonstrates the ability to participate several times a week in a	X	Content Knowledge	<ul style="list-style-type: none"> ● Participate ● Engage ● Assess
			Skill (Problem-Solving, Writing, Speaking,	

	self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)		Listening, Reasoning)	<ul style="list-style-type: none"> ● Adjust ● Seek ●
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H7.L1	Demonstrates appropriate technique on resistance training machines and with free weights.36		Content Knowledge	<ul style="list-style-type: none"> ● Resistance Training ● Repetition ● Sets ● Appropriate weight ● FITT Principle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3.H8.L1	Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Assess ● Adjust ● Guide ● Design ● Implement ● Nutrition ● Fitness Levels
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H9.L1	Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).		Content Knowledge	<ul style="list-style-type: none"> ● Isometric ● Concentric ● Eccentric ● Static ● Dynamic ● Strength ● Endurance ● Range of Motion
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S3.H10.L1	Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Target Heart Rate ● Locate ● Assess ● Intensity ● Adjust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

		X	Physical Skill	
			Product Development	
			Learning Behavior	
S4.H5	Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).		Content Knowledge	<ul style="list-style-type: none"> ● Injury ● Prevention ● Treatment ● Hydration ● Safety
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S5.H1	Demonstrates the ability to analyze the health benefits of a self-selected physical activity.		Content Knowledge	<ul style="list-style-type: none"> ● Benefits ● Self-selected ● Physical Literacy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H2	Challenge is a focus in Level 2. Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)	X	Content Knowledge	<ul style="list-style-type: none"> ● Intensity <ul style="list-style-type: none"> ○ Light, Intermediate, Vigorous ● Challenge by choice
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H3	Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment	X	Content Knowledge	<ul style="list-style-type: none"> ● Local workout facilities ● Park and Recreation ● Community Centers <ul style="list-style-type: none"> ○ Boys and Girls Club ● Sport Clubs ● Dance and Gymnastics Studios
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

			Learning Behavior	
S5.H4	Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Social Support ● Support Group ● Self-selected ● Connections ● Commitment ● Responsibility ● Teamwork
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How do I achieve a healthy level of physical fitness?
- How do I maintain a healthy level of physical fitness?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy		Common Learning Experiences
S1.H3	I can demonstrate an understanding of proper pacing.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Mile Run ● 9 Minute Run ● Interval Training
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S.3	I can show improvement on the Connecticut Physical Fitness Assessments (CPFA).	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● CPFA
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S3.H1	I can explain the benefits of physical activity.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
		<input checked="" type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	
S3.H2.L1	I can create an individual fitness plan related to individual goals.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
		<input checked="" type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input type="checkbox"/>	Observation	

S3.H3.L1	I can demonstrate an understanding of risks associated with exercising in extreme heat, humidity, and/or cold.		Selected Response	<ul style="list-style-type: none"> ● Fitness Activities
			Constructed Response	
			Performance	
		X	Observation	
S3.H4.L1	I can explain the benefits of community activities as they relate to personal fitness throughout the lifecycle.		Selected Response	<ul style="list-style-type: none"> ● Alternate written assignments. ● Individualized student fitness circuit-determined by student goals
		X	Constructed Response	
			Performance	
			Observation	
S3.H5.L1	I can explain appropriate activities to maintain physical fitness throughout the lifecycle.		Selected Response	<ul style="list-style-type: none"> ● Individual Sports and Activities <ul style="list-style-type: none"> ○ Badminton ○ Bowling ○ Golf ○ Disc Golf
			Constructed Response	
		X	Performance	
			Observation	
S3.H6	I can engage in activities in the community to achieve and maintain a healthy level of physical fitness.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● Bowling Unit
			Constructed Response	
		X	Performance	
			Observation	
S3.H7.L1	I can maintain safety protocols while engaging in different strength training exercises.		Selected Response	<ul style="list-style-type: none"> ● Personal Fitness Unit <ul style="list-style-type: none"> ○ Strength Training ○ Weight Room
			Constructed Response	
		X	Performance	
			Observation	
S3.H8.L1	I can understand how to live a balanced and healthy lifestyle.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness

		X	Constructed Response	circuit-determined by student goals
			Performance	
			Observation	
S3.H9.L1	I can identify a variety of strength and stretching exercises.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
			Constructed Response	
		X	Performance	
			Observation	
S3.H10.L1	I can understand how to use target heart rate within a workout plan.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
			Constructed Response	
			Performance	
		X	Observation	
S4.H5	I can create an individual workout plan.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
		X	Constructed Response	
			Performance	
			Observation	
S5.H1	I can understand the benefits of physical activity.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● CPFA
		X	Constructed Response	
			Performance	
			Observation	
S5.H2	I can apply the FITT Principle-Frequency, Intensity, Time and Type of exercise- to create appropriate fitness goals.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals
			Constructed Response	

			Performance	● CPFA
		X	Observation	
S5.H3	I can Identify activities that I may want to participate in more by exploring the individualized activities offered in class.		Selected Response	<ul style="list-style-type: none"> ● Individualized student fitness circuit-determined by student goals ● Individual Games and Activities.
			Constructed Response	
			Performance	
		X	Observation	
S5.H4	I can understand the support the community offers in regards to health and wellness.		Selected Response	● Alternate written assignments
		X	Constructed Response	
			Performance	
			Observation	

UNIT 2: Team Sports

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1	Students will demonstrate competency in a variety of motor skills and movement patterns		Content Knowledge	Balance Weight transfer Running Strength Locomotor/non locomotor
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	Serve Striking Overhand, underhand, forehand, backhand Shooting, passing, dribbling, pitching, catching, trapping, kicking
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	Content Knowledge	Moving to open spaces Offense, defense Pacing Speed, agility, quickness Force, motion, rotation Specificity, progression, intensity, overload, rest and recovery FITT principle
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with		Content Knowledge	Heart Rate Muscular strength

	exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)	x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Muscular endurance Core strength Flexibility Cardio respiratory Respiration Rotation
			Physical Skill	
			Product Development	
			Learning Behavior	
S2. H2.	Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.		Content Knowledge	Force Motion Rotation Speed Trajectory
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		x	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H5	Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.		Content Knowledge	Communication Teamwork Planning, strategy
		x	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H2	Demonstrates the ability to exhibit proper etiquette, respect for others		Content Knowledge	Sportsmanship Fair play Respect for rules and regulations
			Skill (Problem-Solving, Writing, Speaking,	

	and teamwork while engaging in physical activity and/or social dance		Listening, Reasoning)	Respect for others
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H3	Demonstrates the ability to use communication skills and strategies that promote team or group dynamics		Content Knowledge	Compromise Cooperation Problem Solving Team building
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.		Content Knowledge	Cooperation Problem Solving Team building
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I positively contribute to my team?
- How do offensive and defensive concepts transfer to all team sports?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences
S1	I can demonstrate appropriate motor skills and movement patterns during game play.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	
S2	I can apply specific game skills in a game situation.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	
S2.H1	I can identify activities that help all components of fitness. I can list the physical activities I enjoy that could help me lose or maintain body weight.	X Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		Observation	
S2. H2.	I can use appropriate movement patterns to improve performance in a game.	Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
		Constructed Response	
		Performance	
		X Observation	

S2.H5	I can apply strategies to enhance performance.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	
S4.H2	I can follow rules and respect all parties involved in an activity.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	
S4.H4	I can adjust game-playing strategies to improve performance.		Selected Response	<ul style="list-style-type: none"> ● Team Handball ● Ultimate Games ● Volleyball ● Multiball ● Touch/Flag Football ● Basketball
			Constructed Response	
			Performance	
		X	Observation	

UNIT 3: Individual Sports

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1	Students will demonstrate competency in a variety of motor skills and movement patterns		Content Knowledge	<ul style="list-style-type: none"> ● Agility ● Speed ● Strength ● Endurance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Lifetime activities ● Adapting Activities ● Activity Specific
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
S2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	X	Content Knowledge	<ul style="list-style-type: none"> ● Strength training safety ● Forehand ● Backhand ● Open space
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Strength training safety ● Spotting ● FITT Principle ● Goal Setting
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H2	Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.		Content Knowledge	<ul style="list-style-type: none"> ● Reflection ● Self Assessment ● Peer Assessment ● Teamwork ● Strategy
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H3	Demonstrates the ability to create a practice plan to improve performance for a self- selected skill.		Content Knowledge	<ul style="list-style-type: none"> ● FIT Principle ● Goal Setting ● Self Assessment ● Skill Development ● Progression
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S2.H5	Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games.		Content Knowledge	<ul style="list-style-type: none"> ● Fundamentals ● Form ● Speed ● Agility ● Tactics ● Shot selection ● Strategy
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in		Content Knowledge	<ul style="list-style-type: none"> ● Tactics ● Shot selection
		X	Skill (Problem-Solving, Writing, Speaking,	

	physical activity and/or dance settings, both as an individual and in groups.		Listening, Reasoning)	<ul style="list-style-type: none">● Strategy● Adapting
			Physical Skill	
			Product Development	
			Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can participation in individual sports enhance my personal fitness?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy		Common Learning Experiences
S1	I can demonstrate appropriate skills within individual games.		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
		X	Observation	
S1.H1	I can describe how to improve an individual's skill level during participation in an activity that is considered enjoyable well into adulthood..	X	Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
			Observation	
S2	I can describe a way to improve performance during a physical activity.	X	Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
			Observation	
S2.H1	I can use specific vocabulary associated with each physical backyard games .		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
		X	Observation	
S2.H2	I can use appropriate movement concepts to improve performance.		Selected Response	<ul style="list-style-type: none"> ● Badminton

			Constructed Response	<ul style="list-style-type: none"> ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Performance	
		X	Observation	
S2.H3	I can create a plan to improve performance.	X	Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
			Observation	
S2.H5	I can apply strategies to improve individual performance in a variety of activities. These strategies can include practice, research, and participating with someone that has more experience in the sport.		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
			Performance	
		X	Observation	
S4.H4	I can think critically to problem solve and improve performance by observing individuals with more experience than me participate in a certain sport.		Selected Response	<ul style="list-style-type: none"> ● Badminton ● Golf ● Disc Golf ● Kanjam ● Cornhole ● Bowling
			Constructed Response	
		X	Performance	
			Observation	

UNIT 4: Lifetime Activities

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Lifetime activities ● Adapting Activities ● Activity Specific
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S1.H2	Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, Demonstrates competency in a form of dance by Page 100 of 108 Connecticut State Department of Education 2021 Healthy and Balanced Living Curriculum Framework parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap)		Content Knowledge	<ul style="list-style-type: none"> ● Culture ● Tradition
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S2.H1	Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual-performance activities,	X	Content Knowledge	<ul style="list-style-type: none"> ● Application
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)		Physical Skill	
			Product Development	
			Learning Behavior	
S2.H4	Demonstrates the ability to identify examples of social and technical dance forms. (S2.H4.L1)	X	Content Knowledge	<ul style="list-style-type: none"> ● Hip Hop ● Line Dances ● Ballet ● Ballroom Dancing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H5.L1	Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.		Content Knowledge	<ul style="list-style-type: none"> ● Self Evaluation ● Self Monitoring ● Injury Prevention
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S3.H6	Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)		Content Knowledge	<ul style="list-style-type: none"> ● Fitness Routine ● Consistency ● Schedule
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H4	Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.		Content Knowledge	<ul style="list-style-type: none"> ● Mindfulness ● Decision Making Strategies
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

S4.H5	Demonstrates the ability to apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).		Content Knowledge	<ul style="list-style-type: none"> ● Self Evaluation ● Self Monitoring ● Injury Prevention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S5.H1	Demonstrates the ability to analyze the health benefits of a self-selected physical activity.	X	Content Knowledge	<ul style="list-style-type: none"> ● Health Promotion ● Disease Prevention ● Self Awareness
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
S5.H3	Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment		Content Knowledge	<ul style="list-style-type: none"> ● Self Awareness ● Stress Management ● Intrinsic Rewards
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S5.H4	Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance.		Content Knowledge	<ul style="list-style-type: none"> ● Community ● Mental Health Management ● Social Development ● Emotional Development
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I achieve a healthy level of fitness throughout my lifespan?
- How can I maintain a healthy level of fitness throughout my lifespan?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences	
S1.H1	I can demonstrate the ability to perform basic skills for lifetime activities.	<input type="checkbox"/>	Selected Response	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking Yoga
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	Observation	
S2.H1	I can demonstrate the ability to use strategies and game terminology while participating in lifetime activities.	<input type="checkbox"/>	Selected Response	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	Observation	
S3.H5.L1	I can demonstrate the ability to perform a variety of lifetime activities with proper form and techniques which will reduce injuries.	<input type="checkbox"/>	Selected Response	Bowling Weight training Kan Jam Disc Golf Badminton Tennis Crossnet Walking
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		X	Observation	
S3.H6	I can willingly participates in a fitness activity (joins a gym, goes to park, boys and girls club) to promote overall fitness	<input type="checkbox"/>	Selected Response	Bowling Weight training Kan Jam Disc Golf Badminton Tennis
		<input type="checkbox"/>	Constructed Response	
		X	Performance	

			Observation	Crossnet Walking
S4.H4	I can use strategies and team concepts to achieve success and enjoyment in a variety of lifetime activities.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
		X	Observation	
S4.H5	I can use best practices when it comes to safe participation in all exercise activities(stretching, warmups, cool downs, self awareness)		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
		X	Observation	
S5.H1	I can identify concepts learned in physical education to improve fitness level.	X	Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
			Performance	
			Observation	
S5.H3	I can identify physical activities or dance activities that bring them enjoyment.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton Tennis Crossnet Walking
			Constructed Response	
		Performance		
	X	Observation		
S5.H4	I can provide peer support during self-selected physical activity or dance.		Selected Response	Bowling Kan Jam Weight training Disc Golf Badminton
			Constructed Response	
			Performance	

		X	Observation	Tennis Crossnet Walking
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UNIT 5: Cooperative Games

UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
S1.H1	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).		Content Knowledge	<ul style="list-style-type: none"> ● Specificity ● Adapting Activities
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	
S4	Students will exhibit responsible personal and social behavior that respects self and others.		Content Knowledge	<ul style="list-style-type: none"> ● Respect ● Cooperation ● Communication
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	
S4.H2	Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance		Content Knowledge	<ul style="list-style-type: none"> ● Etiquette ● Respect ● Teamwork/Cooperation ● Communication
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	

		X	Learning Behavior	
S4.H3	Demonstrates the ability to use communication skills and strategies that promote team or group dynamics		Content Knowledge	<ul style="list-style-type: none"> ● Communication ● Respect ● Active Listening ● Problem Solving ● Cooperation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

UNIT ESSENTIAL QUESTIONS

- How can I positively contribute to a group's goal?

CCSS Standard #	Learning Targets:	Summative Assessment Strategy	Common Learning Experiences	
S1.H1	I can use communication skills during cooperative games. I can work together towards a common team goal.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input checked="" type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4	I can demonstrate a willingness to work with all classmates regardless of ability level. I can demonstrate a willingness to cooperate with all classmates regardless of social comfort.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4.H2	I can demonstrate positive interactions with other students in the activity.	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
		<input type="checkbox"/>	Constructed Response	
		<input type="checkbox"/>	Performance	
		<input checked="" type="checkbox"/>	Observation	
S4.H3	I can respect the opinions of	<input type="checkbox"/>	Selected Response	<ul style="list-style-type: none"> ● Benchball

	teammates during the game.		Constructed Response	<ul style="list-style-type: none"> ● Multiball ● Swatball ● Invasion Games <ul style="list-style-type: none"> ○ Capture the Cone ● Adventure/cooperative games <ul style="list-style-type: none"> ○ Lily Pads
			Performance	
		X	Observation	

