



CURRICULUM COMMITTEE MEETING

Monday, October 27, 2025 11:00 AM

Glastonbury Public Schools, Central Office, Conference Room A
628 Hebron Avenue
Glastonbury, CT 06033

1. Review of Proposed Smith Middle School Courses 2026-2027
 - A. Half-Year *Introduction to Trades & Home Repair* (CTE)
 - B. Half-Year *STEAM 7* (CTE)
2. Review Trade Opportunities
3. Health and Physical Education Curriculum Review Report

Health and Physical Education Department

Curriculum Review Report
2024-2025

Glastonbury Public Schools
Glastonbury, CT

Submitted by: Jennifer Spring, K-12 Director of Health and Physical Education

Presented to the Glastonbury Board of Education
Fall 2025



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Committee Membership

Jennifer Spring, K-12 Director of Health and Physical Education
Holly Buckley, K-12 Director of Art
Tonya Claiborne, Ed.D., Director of Equity, Diversity, and Inclusion
Paul Macchi, H/PE 7-8, Smith Middle School
Michael Dowling, H/PE K-5, Naubuc & Eastbury Elementary Schools
Janice Skene, H/PE K-5, Buttonball & Nayaug Elementary Schools
Catherine Egan, H/PE 9-12, Glastonbury High School
Jason Lamay, H/PE K-5, Hopewell & Eastbury Elementary Schools
Deborah Hatch, H/PE K-5, Hebron Avenue & Eastbury Elementary Schools
Shane Flanigan, H/PE K-5 Nayaug Elementary School
Cynthia Dysenchuk, H/PE 5-6, Gideon Welles School
Brian Gaudreau, H/PE 5-12, Gideon Welles & Eastbury/LINKS Schools
Leianne Hesseltine, H/PE 6-8, Smith Middle School
William Keating, H/PE 6-8, Smith Middle School
Ryan Kelly, H/PE 6-8, Smith Middle School
James Wawruck, H/PE 6-8, Smith Middle School
Marissa Wengell, H/PE 6-8, Smith Middle School
Hailey Buchetto, H/PE 9-12, Glastonbury High School
Scott Daniels, H/PE 9-12, Glastonbury High School
John Bolduc, H/PE 9-12, Glastonbury High School
Jason Kitchens, H/PE 9-12, Glastonbury High School
Taylor Savage, H/PE 9-12, Glastonbury High School
Jeffrey Scott-Graves, H/PE 9-12, Glastonbury High School
Christopher Vozzolo, H/PE 9-12, Glastonbury High School
Shannon Leblanc, Smith Middle School

Introduction

Thank You

Thank you to the Health and Physical Education Curriculum Review Steering Committee and K–12 Health and Physical Education (H/PE) teachers for your collective efforts throughout this meaningful process. The opportunity to reflect on our practices and make informed decisions about the future of our program is both exciting and essential as we continue to strive to provide every student with a high-quality, inclusive, and engaging health and physical education experience.

Through your thoughtful reflection, strategic insight, and commitment to continuous improvement, we will grow as a department and better serve the evolving needs of our students. Your feedback, willingness to self-reflect, and voluntary contributions have been invaluable to this review.

I feel fortunate to collaborate with such a passionate and dedicated group of professionals. Your care for students and belief in the power of wellness, movement, and health literacy are what make this work so impactful. Thank you for your ideas, suggestions, and unwavering commitment to ensuring our Health and Physical Education program remains strong, relevant, and student-centered across Glastonbury.

Jennifer Spring

Director of Health & Physical Education

Purpose of Curriculum Review

The formal, comprehensive Curriculum Review is designed to be systematic, collaborative, and consistent with the Glastonbury Public Schools curriculum development process across content areas. As scheduled every five years, Curriculum Directors examine the entire program, including curriculum and assessment, instructional practices, student outcomes, professional learning, outreach, and resources.

Through this process, we seek to identify areas for continued development, evaluate the alignment of program initiatives, and advance the goals and actions of the 6th Generation Strategic Plan. Findings will drive long-term and short-term goals and recommendations to support program improvements.

To complete the process, Director of Health and Physical Education, K-12, Jennifer Spring, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine the strengths and challenges of each domain as well as produce recommendations to support short and long-term goals for the program. The five domains under review include:

1. Curriculum & Assessment
2. Teaching & Learning
3. Professional Development
4. Communication & Outreach
5. Operations

Furthermore, two specific domains of the program were examined through an equity lens. This process supports our district's commitment to providing students with "mirrors" reflecting their own experiences and "windows" into experiences different from their own. We believe the curriculum should include diverse representation and perspectives and that teaching and learning should ensure equity and access for all.

This rigorous and reflective Curriculum Review underscores our school system's dedication to fostering inclusive and dynamic learning environments and experiences, ensuring our curricula not only meet the highest standards but also resonate with and support every student.

Department Description

Mission and Philosophy

The mission of the Glastonbury Health and Physical Education Department is to inspire and prepare students to embrace physical activity, cultivate healthy habits, and contribute positively to their local and global communities.

The Glastonbury Health and Physical Education Department believes that fostering lifelong wellness requires a holistic approach that integrates physical, emotional, and social health. By emphasizing skill development and personal growth, we aim to empower students to make informed decisions that enhance their well-being and positively impact the world around them. Through inclusive and innovative programs, we strive to inspire a love for physical activity, instill healthy habits, and cultivate a sense of responsibility to contribute meaningfully to local and global communities.

GPS Course Offerings and Staffing

Elementary	Courses
K-5 (6 teachers)	<ul style="list-style-type: none"> ● Health Education (embedded in Physical Education/Human Growth and Development, separate) ● Physical Education ● Adapted Physical Education (AdPE)
Middle	Courses
6 (2 teachers)	<ul style="list-style-type: none"> ● Physical Education ● Adapted Physical Education (AdPE)
7-8 (6 teachers)	<ul style="list-style-type: none"> ● Health Education ● Physical Education ● Adapted Physical Education (AdPE)
Secondary (8 teachers)	Courses (Graduation requirements: all students must earn one credit in Physical Education and one credit in Health Education)
9	<ul style="list-style-type: none"> ● Health and Physical Education 9 (H/PE 9)- includes half-year health and half-year physical education - full-year course
10	<ul style="list-style-type: none"> ● Health and Physical Education 10 (H/PE 10) - includes half-year health and half-year physical education- full-year course
11 & 12	<p>Physical Education Electives:</p> <ul style="list-style-type: none"> ● Alternative Environment Activities ● Personal Wellness - Strength and Performance ● Dance & Fitness ● First Aid and Careers ● Group Games ● Lifetime Activities ● No Boundaries for Wellness ● Sports Issues <p>Health Education Elective Courses:</p> <ul style="list-style-type: none"> ● First Aid and Careers
Secondary (K-12 Director of Health & Physical Education	<ul style="list-style-type: none"> ● Secondary Health Education- LINKS (all year) ● Secondary Physical Education- Camp Sunrise Physical Education Alternative for Credit (June-August)

Executive Summary

Strengths and Celebrations

- Comprehensive, relevant curriculum aligns with *SHAPE America National & State Standards*, district goals, supporting student development in physical, cognitive, social-emotional, and real-world concepts and skills.
- Continued development of instructional practices emphasizes student choice, challenge, access, and personalized learning in both health and physical education.
- Use of authentic, flexible, student-friendly assessments allow students to demonstrate understanding in multiple ways.
- Professional development aligns with strategic goals and district priorities and values teacher input.
- Strong family and community partnerships and extracurricular offerings support our program, enhancing learning, engagement, and student wellness.
- Safe, supportive, and well-equipped learning environments, such as well-maintained gymnasiums, outdoor trails, fitness rooms, and dedicated health classrooms, support a wide range of physical and health education activities.
- Consistent support and funding, including hiring certified educators, allow equipment upgrades, emergency certifications (CPR/AED), and materials that support safe, engaging, and high-quality instruction.

Priority Recommendations

- Strengthen instructional practices and resources to support our diverse student population, including multicultural content and health equity topics.
- Prioritize vertical planning, consistent middle school experiences, and curriculum updates to close gaps across transition years.
- Expand and explore access to health education in grades 6, 11, and 12 to promote continued student development, critical thinking, and wellness advocacy.
- Improve assessment practices through skills-based rubrics and multiple modality assessments (e.g., video, journaling); develop systems to track progress over time.
- Expand teacher professional learning to focus on equity, culturally responsive teaching, multilingual learners, and AdPE.
- Expand K–12 PE opportunities through increased staffing at Eastbury/LINKS, reducing reliance on itinerant assignments.
- Explore facilities and storage options for safety and access (e.g., GWS auxiliary gym), HVAC concerns, and storage needs. Expand and standardize storage solutions and remove outdated equipment.
- Expand partnerships (e.g., Interval House, Bike Walk Glastonbury) to guarantee anchor experiences by grade level and support experiential learning.

Curriculum Review Findings

Domain 1: Curriculum & Assessment

Guiding Questions:

- Is the curriculum comprehensive, rigorous, and based on relevant standards?
- Are the assessment expectations and criteria clearly communicated?
- Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?
- Are there frequent opportunities to help identify and address learning gaps?
- *How effectively does our curriculum and assessments ensure equitable representation and perspectives of all students?*

The findings of the committee include:

Strengths:

- Curriculum aligned with *SHAPE America 2024 National & State Standards*, district goals, and GPS Core Values.
- K–12 curriculum includes physical, cognitive, social-emotional, and real-world concepts and skills.
- Content reflects various cultural perspectives and inclusive language that affirm student identity.
- 7–12 PE includes both traditional and non-traditional units and courses tailored to student interests and needs (e.g., yoga, meditation, geocaching, hiking, qigong, archery, fly fishing, kayaking, etc.)
- Adaptations (e.g., alternative roles, modified equipment, visuals, buddy systems) support equitable access.
- Assessments are student-friendly, visually supported, and allow all learners to demonstrate understanding in multiple ways, with an emphasis on student choice, voice, and personalized learning in both health and physical education.
- Courses and opportunities such as Camp Sunrise and No Boundaries for Wellness promote inclusion and belonging.
- Students have opportunities to engage in extracurricular activities (e.g., Unified Sports) that increase inclusion.

Recommendations & Actions:

- Increase opportunities for students to engage in culturally relevant content.
- Expand access to health education in grades 6, 11, and 12. Continue to embed choice-based and personalized learning tasks in health and physical education.
- Continue developing skills-based, competency-aligned assessments and integrate multiple assessment types to inform real-time instructional decisions
- Improve consistency in grading practices and systems to track Gr. 7-12 student progress over time.
- Increase vertical alignment opportunities for collaboration and common planning time among teachers.
- Improve opt-out alternatives for sensitive topics to preserve equity and alignment with standards.

Domain 2: Teaching & Learning

Guiding Questions:

- Does instruction foster active learning by K-12 students?
- Are Tier 1 strategies known and used by teachers to support all learners?
- Are there a variety of opportunities for students to demonstrate their understanding?
- *How effectively does teaching and learning promote access and support for all learners?*

The findings of the committee include:

Strengths:

- Instructional practices are centered and reflect a wide range of strategies, including stations, peer models, cooperative games, and hands-on learning (e.g., visual, verbal, kinesthetic, interpersonal, intrapersonal).
- Students make choices about warm-ups, activities, assessments, and task modifications, which support student ownership and autonomy at all levels.
- Learning opportunities are authentic and reflect real-world experiences (e.g., CPR/First Aid and Careers, etc.).
- Teachers use Tier 1 strategies to support all learners (e.g., flexible grouping, scaffolded visuals, adapted equipment, and challenge-by-choice).
- Lessons on cultural content, health topics, and global sports provide students with windows into diverse perspectives and experiences.
- Emotional regulation, respectful dialogue, responsible decision-making, and team-building are developed through H/PE learning experiences.

Recommendations & Actions:

- Enhance opportunities for student voice and choice in daily instruction.
- Improve collaborative planning time to build skill progression and common learning experiences across all grade levels.
- Develop a resource bank of global games and inclusive activities that reflect diverse student identities.
- Embed multicultural perspectives into curriculum documents at all levels.
- Establish common learning targets, skill development, and assessments across secondary H/PE to ensure all students receive an equitable learning experience.
- Design a vertically aligned strength training and fitness sequence that builds students' confidence, competence, and independence in using the Strength and Conditioning Center, with a focus on safety, inclusivity, and lifelong wellness.
- Collaborate with support teams and interventionists to limit the interruption of H/PE instruction.

Domain 3: Professional Development

Guiding Questions:

- Are department-based goals provided to staff to support success with Educator Evaluation Plans?
- Do PD opportunities serve to promote active learning and high expectations for all students?
- Do PD opportunities serve to create safe, supportive, and inclusive learning environments?
- Do PD opportunities serve to prioritize the health and well-being of students and staff?
- Do all staff have access to interest-based professional learning experiences both in and out of the district?

The findings of the committee include:

Strengths:

- Department goals are aligned with district priorities, promoting coherence and instructional consistency.
- Peer/teacher-led professional learning opportunities offer collaboration, trust, relevance, and practicality. Model student-centered practices and help our department sustain continuous improvement.
- PD reinforces inquiry-based, active learning strategies aligned to the District Strategic Plan.
- Teachers are empowered through PD focused on Restorative Practices, cultural competence, and inclusive classrooms.
- Structures for collaboration, reflection, and exploration promote wellness and autonomy.
- Digital platforms and tools provide access to professional learning and shared resources, enabling personalized, self-paced professional growth.

Recommendations & Actions:

- Provide ongoing training on inclusive language, culturally responsive teaching, and effective AdPE goal writing, and work collaboratively with support staff to meet diverse needs.
- Continue to provide PD on skills-based assessment, rubric development, and authentic performance tasks in H/PE instruction.
- Increase access to H/PE-specific, content-rich, and equity-focused professional learning opportunities outside the district.
- Expand the use of digital PD tools by continuing to build an online resource bank and structuring collaborative time to apply learning. Provide professional learning on culturally relevant games and global health perspectives.

Domain 4: Communication & Outreach

Guiding Questions:

- Are program-specific communications provided to families in their preferred language?
- Do at-home learning opportunities ensure all students can engage equally and enhance their understanding (e.g., captions, video subtitles, transcriptions)?
- Do community partnerships exist to support the initiatives and goals of the program?

The findings of the committee include:

Strengths:

- Program updates are shared through digital platforms like ParentSquare, PowerSchool, Google Classroom, school websites, and email—all of which offer translation features. These tools ensure timely, inclusive communication with families across diverse language backgrounds.
- K–5 Field Days foster meaningful community partnerships through volunteer involvement and shared celebration of student wellness.
- Strong and growing community connections support curriculum, SEL, inclusion, and hands-on learning (e.g.):
 - K–5: Glastonbury PD, Unified Sports, Food Pantry, School Walk for Diabetes
 - 6–8: Interval House, Hoops for Heart, SROs, Bikes for Kids, Parks & Rec
 - 9–12: Youth & Family Services, CCAP, Bike Walk Glastonbury, Bicycles East, No Boundaries, Crew Team (Veterans Day), Trout Unlimited, CT National Guard, Parks & Rec.

Recommendations & Actions:

- Increase the frequency and intentionality of outreach (e.g., updates and community highlights).
- Systematically expand, align, and document partnerships with curricular goals.
 - Guarantee anchor experiences by grade level (e.g., Interval House in Grade 8).
 - Integrate guest speakers, field trips, and service opportunities aligned to *SHAPE America 2024 National & State Standards*.
 - Explore innovative offerings like adaptive fitness, civic service, and outdoor education to extend relevance and impact.

Domain 5: Operations

Guiding Questions:

- Are learning environments safe, supportive, and inclusive?
- Does staffing support the intended outcomes of the curriculum?
- Does the allotted time (e.g., daily schedule) support instructional outcomes of the curriculum?
- Do the instructional spaces support the intended outcomes of the curriculum?

The findings of the committee include:

Strengths:

- K–12 programs benefit from safe, well-maintained gymnasiums and diverse instructional spaces such as turf fields, fitness studios, trails, and outdoor areas.
- Dedicated Health classrooms at the middle and high school levels support focused, uninterrupted instruction.
- Recent infrastructure improvements (e.g., outdoor storage at GHS, extended-range walkie-talkies at SMS) enhance logistics and safety measures across campuses.
- Lifeguard, First Aid, and CPR/AED certifications are updated at the secondary level (9-12), reinforcing emergency preparedness and student safety.
- Consistent Board of Education funding enables the regular upkeep, replacement, and purchase of equipment and supplies, supporting high-quality instruction across K–12.

Recommendations & Actions:

- Expand K–12 PE opportunities through increased staffing at Eastbury/LINKS, reducing reliance on itinerant assignments.
- Address HVAC inconsistencies, floor moisture concerns, and lack of storage at Buttonball, Naubuc, and Hopewell.
- Address physical accessibility challenges (e.g., Gideon’s auxiliary gym for full handicap accessibility).
- Expand PE storage to improve the life of instructional equipment and reduce safety hazards.
- Develop outdoor storage solutions (e.g., near SMS lower fields) and remove outdated or unused equipment.
- Explore requiring biannual renewal of K-8 safety certifications (First Aid/CPR/AED) to ensure preparedness.

Appendices

Appendix A: Vertical Articulation Guide

Department	<i>Health and Physical Education</i>
Courses / At-A-Glance Guide	
Kindergarten	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
First Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Second Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Third Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Fourth Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Fifth Grade	<i>Motor Skill Development, Movement, Fitness & Health Concepts, Social Skills & Personal Responsibility Through Movement</i>
Sixth Grade Physical Education	
<i>Students focus on developing Motor Skills, Movement Patterns, and Fitness & Health Concepts in alignment with SHAPE America 2024 National & State Standards. Emphasis is on building foundational skills while fostering an understanding of personal fitness and health. Students engage in activities that promote teamwork, communication, and respect, enhancing their social skills and personal responsibility. Students learn to set goals through diverse physical activities, make healthy choices, and build a lifelong appreciation for physical activity and overall well-being.</i>	
<p>Cooperative Activities: Focus on teamwork, communication, and problem-solving skills.</p> <p>Team and Individual Games: Development of strategies, sportsmanship, and personal skill improvement.</p> <p>Fitness Concepts: Exploration of fitness principles, goal-setting, and understanding the components of the Connecticut Physical Fitness Assessments and how they can lead to a healthy lifestyle.</p> <p>Net and Wall Games: Introduction to games like badminton, volleyball, and pickleball, enhancing coordination and gameplay strategies.</p> <p>Lifetime and Recreational Sports and Activities: Exposure to activities promoting long-term fitness and recreation (e.g., walking, yoga, or disc golf).</p>	

In 7th and 8th-grade physical education, students build on foundational skills while focusing on motor skill development, movement, fitness, and health concepts aligned with SHAPE America 2024 National & State Standards. Through engaging activities, students refine their movement techniques and learn to apply fitness and health principles to their daily lives. The curriculum emphasizes teamwork, communication, and leadership to develop social skills and personal responsibility. By exploring diverse physical activities, students foster self-confidence, respect for others, and a lifelong commitment to physical and emotional well-being.

Seventh Grade Physical Education

CREATING COMMUNITY

A supportive learning environment requires character traits such as respect, responsibility, honesty, and safety.

TEAM GAMES

Knowing and understanding movement concepts will improve performance in a specific skill and provide the foundation for the transfer of skills in various sports and activities.

RACQUET & PADDLE SPORTS

Understanding core concepts and skills can improve performance and provide the foundation for transferring skills in various racquet & paddle sports.

PROJECT ADVENTURE

The use of critical thinking, decision-making, problem-solving, leadership, and communication skills is essential for effective teamwork.

INDIVIDUAL & LIFETIME ACTIVITIES

Exposure & exploration to various individual & lifetime activities can assist in maintaining fitness throughout a lifetime.

STRENGTH & FITNESS

Understanding fitness concepts and setting realistic fitness goals increases the likelihood of engaging in healthy lifestyles.

**CT Fitness Assessment is part of this unit*

Recreational Games

Participation in recreational activities can provide an opportunity to connect with a diverse group of individuals.

Seventh Grade Health

The Glastonbury Public Schools Health Education curriculum is aligned with state and national standards. Health Education is foundational and promotes the development of protective factors, supports healthy outcomes, and enables students to establish and practice health-enhancing behaviors and become productive, health-literate citizens through a skills-based approach. Skills such as analyzing influences, accessing valid information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy are infused into the curriculum.

Eighth Grade Physical Education

Creating Community - Character traits such as respect, responsibility, honesty, and safety are necessary for a supportive learning environment.

Team Games - Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for the transfer of skills in a variety of sports and activities

Racquet/Paddle Sports - Understanding core concepts and skills can improve performance and provide the foundation for transferring skills in various racquet/paddle sports.

PROJECT ADVENTURE

The use of critical thinking, decision-making, problem-solving, leadership, and communication skills is essential for effective teamwork.

INDIVIDUAL & LIFETIME ACTIVITIES

Exposure & exploration to various individual & lifetime activities can assist in maintaining fitness throughout a lifetime.

STRENGTH & FITNESS

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Eighth Grade Health

The Glastonbury Public Schools Health Education curriculum is aligned with state and national standards. Health Education is foundational and promotes the development of protective factors, supports healthy outcomes, and enables students to establish and practice health-enhancing behaviors and become productive, health-literate citizens through a skills-based approach. Skills such as analyzing influences, accessing valid information, interpersonal communication, decision-making, goal-setting, self-management, and advocacy are infused into the curriculum.

High School

Grade Level(s)	Course(s)
<p>In 9th and 10th-grade physical education, students advance their motor skill development and movement proficiency through activities aligned with <i>SHAPE America 2024 National & State Standards</i>. The curriculum deepens understanding of fitness and health concepts, encouraging students to apply fitness and wellness principles to their daily lives. Emphasis is placed on social skills such as leadership, collaboration, effective communication, and fostering personal responsibility through self-directed learning and accountability in movement-based activities. By participating in diverse and engaging units, students are equipped to make informed choices about their physical and emotional well-being.</p>	
9	<i>Health and Physical Education 9 (H/PE 9)</i>
10	<i>Health and Physical Education 10 (H/PE 10)</i>
<p>In 11th and 12th grade physical education, students deepen their understanding of fitness and health concepts, guided by <i>SHAPE America 2024 National & State Standards</i>. The curriculum emphasizes social skills such as teamwork, leadership, and communication alongside personal responsibility to foster lifelong wellness. Students are offered various elective courses that cater to their interests, including traditional activities like team sports and non-traditional options such as yoga, outdoor recreation, or fitness training. This student-centered approach empowers them to explore and engage in activities that promote physical, emotional, and social well-being.</p>	
11 & 12	<i>Alternative Environment Activities</i>
11 & 12	<i>Lifetime Activities</i>
11 & 12	<i>Group Games</i>
11 & 12	<i>Personal Wellness: Strength and Performance</i>
11 & 12	<i>Dance and Fitness</i>
11 & 12	<i>Sports Issues</i>
11 & 12	<i>First Aid and Athletic Careers</i>
11 & 12	<i>No Boundaries for Wellness</i>