

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Strength and Balance
Curriculum Area and Grade: PE-Grade 7

BOE approved 9/27/2021

Course Purpose:
Strength and Balance aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

Major Learning Goals and Understandings:
The goals of Strength and Balance are to encourage and enable students to: <ul style="list-style-type: none"> • use inquiry to explore modalities of Strength Concepts, and Balance Coordination • participate effectively in a variety of contexts • understand the value of physical activity • achieve and maintain a healthy lifestyle • collaborate and communicate effectively • build positive relationships and demonstrate social responsibility

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester =18 weeks, Trimester = 12 weeks, Year= 36 weeks --- usually spread over 40 weeks	
1. Modalities of Strength and Balance Protocols	2.
3.	4.

Mappers/Authors: Tara Jones and Ryan Magee

Date Approved: 9/27/2021

Part 1 - Strength and Balance			
Grade: 7	Subject: PE	Course: Grade 7 PE	Length of Unit: (20 classes)

Connecticut State Standards	
Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	
Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	

Part 2 – Standards	
<p style="text-align: center;">Key (GLE) Content Knowledge and Concepts/Skills</p> <p><u>Objective B: Planning for Performance</u></p> <p>i. Develop goals to enhance performance</p> <p><u>Objective C: Applying and Performing</u></p> <p>i. recall and apply a range of skills and techniques effectively</p> <p>ii. recall and apply a range of strategies and movement concepts</p> <p>iii. recall and apply information to perform effectively</p>	<p><u>Key Concept: Relationships</u></p> <p><u>Related Concepts:</u></p> <p>Movement and Balance</p> <p><u>Global Context: Identities and Relationships</u></p> <p><u>Exploration: physical, psychology and social development, transitions, health and well-being, lifestyle choices</u></p>

Student Inquiry		Skill Category and Cluster:
<p>The students will know:</p> <ol style="list-style-type: none"> 1. In order for students to recall and apply information to perform effectively students must demonstrate knowledge and awareness. 2. In order for students to describe and summarize protocols, they must perform and reflect on the activity. 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Students will develop a specified overview of real life exercises and protocols 2. Students will work together to design and demonstrate the topic of choice. 	<ol style="list-style-type: none"> 1. Self Management and Research Skills 2. Social and Collaboration Skills

Statement of Inquiry and Essential Questions

Statement of Inquiry: Relationships between movement and balance lead to physical and psychological health and well being.

Essential Questions:

Factual: How do you define strength, balance, and coordination?

Conceptual: What role does strength and balance play in your overall health and wellness?

Debatable: Does strengthening exercises impede your balance and coordination?

Part 3 – Common Unit Assessments

Outline of summative assessment task(s) including assessment criteria:

GRASPS

Goal- Students will develop a plan to facilitate clients that have specific goals or outcomes.

Role- You are a member of a physical therapy group

Audience- There are members to your wellness center that need strength and balance therapy protocols

Situation- You are using a therapy method and developing a therapy session workout.

Product- Knowledge of Strength and Balance protocols to develop a plan to help a member.

Standards- Criterion B and C

Relationship between summative assessment task(s) and statement of inquiry:

The development of a strength and balance movement plan for a physical therapy client will lead to an increase in the physical well being of the client.

Part 4 – Common/Assured Learning Experiences

Action: Teaching and learning through inquiry

Content (subject standard and criterion strand)	Disciplinary learning engagements and teaching strategies	Formative Assessment	Differentiation
<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper form -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements
<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> -Teacher model -Peer demonstration -Meaningful feedback -Video Modeling -Positive Reinforcement -Appropriate Student Groupings -Guided Discovery -Self Reflection 	<ul style="list-style-type: none"> -Observe student's participation and progression of the activity -Peer assessment using rubric -Teacher and student discussion on proper form -Think / pair / share -Student designed activities 	<ul style="list-style-type: none"> -Bullet point responses -Picture responses -Oral response -More opportunities for success in activity -Multi Skill Movements

Weekly Layout of the Agenda – For those of you who like to look at a one pager to see what your daily schedule will look like. And when you forget what one of those bullets is talking about you can find it in the unit planner with a brief description to remind you of what you are doing!

<u>Day 1</u> Intro to class, discussion on mobility, flexibility and all attributes of the class. Core and back anatomy and importance. Science based lecture	<u>Day 2</u> Warm up, core workout	<u>Day 3</u> Warm up, Back workout	<u>Day 4</u> Warm up, Balance Functional Movements	<u>Day 5</u> Warm up, foot agility
<u>Day 6</u> Warm up, Restorative, static stretching	<u>Day 7</u> Warm up, dynamic movements	<u>Day 8</u> Warm up, pilates	<u>Day 9</u> Warm up, explosive power, plyo	<u>Day 10</u> Warm up, PNF stretching, myofascial therapy (lacrosse ball, foam roller), athletic recovery therapies
<u>Day 11</u> Warm up, Core training, and back exercises through functional movements	<u>Day 12</u> Stretch, Growth mindset or breathing techniques	<u>Day 13</u> Warm up, dot boards, small hurdles, agility ladder training	<u>Day 14</u> Warm up, resistance band therapy	<u>Day 15</u> Introduction to final assessment (TBD)
<u>Day 16</u> Work on final assessment	<u>Day 17</u> Work on final assessment	<u>Day 18</u> Work on final assessment	<u>Day 19</u> Work on final assessment	<u>Day 20</u> Final assessment