



Content Area: Physical Education/Health	Course: Wellness 2	Grade Level: 9/10
		
Unit Titles	Length of Unit	
Substance Abuse	2 weeks	
Nutrition	1 week	
Mental Health	2 week	
HIV/AIDS and Disease Prevention	2 weeks	
Net Games	2 weeks	
Cooperative Activities	2 weeks	
Team Games	2 weeks	
Fitness and Conditioning	2 weeks	

Strands	Course Level Expectations
<b>Disease Prevention and Health promotion</b>	<ul style="list-style-type: none"> <li>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</li> </ul>
<b>Societal Factors</b>	<ul style="list-style-type: none"> <li>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</li> </ul>
<b>Accessing valid Health information</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to access valid information and products and services to enhance health.</li> </ul>
<b>Interpersonal communication</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</li> </ul>
<b>Decision-making skills</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to use decision-making skills to enhance health.</li> </ul>
<b>Goal-setting skills</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to use goal-setting skills to enhance health.</li> </ul>
<b>Healthy behaviors</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</li> </ul>
<b>Health Advocacy</b>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to advocate for personal, family, and community health.</li> </ul>
<b>Motor Skills and movement patterns</b>	<ul style="list-style-type: none"> <li>Students will demonstrate competency and/or refine activity-specific movement skills in 2 or more lifetime activities</li> <li>Students will demonstrate competency in 1 or more specialized skills in health-related fitness activities</li> </ul>
<b>Movement and Performance</b>	<ul style="list-style-type: none"> <li>Students will apply the terminology associated with exercise and participation in selected individual-performance activities</li> <li>Students will use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.</li> <li>Students will create a practice plan to improve performance for a self-selected skill</li> </ul>

<p><b>Achieving health-enhancing fitness levels</b></p>	<ul style="list-style-type: none"> <li>● Students will discuss the benefits of a physically active lifestyle as it relates to college or career productivity</li> <li>● Students will evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</li> <li>● Students will participate several times a week in a self-selected lifetime activity.</li> <li>● Students will demonstrate appropriate technique on resistance-training machines and with free weights.</li> <li>● Students will relate physiological responses to individual levels of fitness and nutritional balance</li> <li>● Students will identify types of strength exercises and stretching exercises for personal fitness development</li> <li>● Students will design a fitness program, including all components of health-related fitness</li> <li>● Students will design a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle</li> <li>● Students will identify stress-management techniques to reduce stress</li> </ul>
<p><b>Responsible personal and social behavior</b></p>	<ul style="list-style-type: none"> <li>● Students will employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately</li> <li>● Students will exhibit proper etiquette, respect for others and team-work while engaging in physical activity</li> <li>● Students will use communication skills and strategies that promote team or group dynamics</li> <li>● Students will solve problems and think critically in physical activity settings, both as an individual and in groups</li> <li>● Students will apply best practices for participating safely in physical activity and exercise.</li> </ul>
<p><b>Value of physical activity</b></p>	<ul style="list-style-type: none"> <li>● Students will analyze the health benefits of a self-selected physical activity</li> <li>● Students will select and participate in physical activities that meet the need for self-expression and enjoyment</li> <li>● Students will identify the opportunity for social support in a self-selected physical activity.</li> </ul>

Unit Title	Substance Abuse		Length of Unit	2 weeks
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● What is the difference between drug use, drug misuse and drug abuse?</li> <li>● How and why does one become addicted to prescription and other drugs?</li> <li>● What is the difference between physical and psychological addiction?</li> <li>● How does someone “kick the habit”?</li> <li>● What are the benefits of living drug-free?</li> </ul>			
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.7.12 Identify treatments for addiction to ANOD.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p>			
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● All choices have consequences.</li> <li>● Decision making skills are needed to identify, implement and sustain health-enhancing behaviors</li> <li>● Healthy behaviors: Recognizing positive and negative coping strategies and practicing health-enhancing behaviors can contribute to a positive quality of life</li> <li>● Societal Factors: Family, peers, culture, media, technology, and other factors affect our health decisions.</li> <li>● Personal Responsibility: Self-awareness is recognizing when you need help and where to access the help.</li> </ul>			
<b>Key Vocabulary</b>	Euphoria, Stimulant, Depressants, Hallucinogens, Inhalants, opioids, Club drugs, Narcotics, Steroids, Juul, Drug use, drug misuse, drug abuse			

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Reasons to stay drug-free</li> <li>● The physical and psychological effects of drug abuse</li> <li>● The short and long term consequences of drug abuse</li> <li>● Strategies and treatments to overcome drug abuse and addiction</li> <li>● Signs of drug abuse and how to help a drug dependent friend</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish between drug abuse, use and misuse.</li> <li>● Analyze factors that contribute to the risk of drug abuse among teens</li> <li>● Compare the effects of stimulants, depressants and hallucinogens on the body</li> <li>● Develop strategies to intervene and help a drug dependent friend, as well as yourself</li> <li>● Access reliable information to answer questions on health topics</li> <li>● Synthesize information to draw conclusions about drug risks and healthy alternatives</li> </ul>
<b>Assessments:</b>	Performance based assessment, Summative assessments, Interim assessments, Projects
<b>Teacher Resources:</b>	Internet Sites: <ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.capherd.com">www.capherd.com</a></li> <li>● <a href="http://shapeamerica.org">shapeamerica.org</a></li> <li>● <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>● <a href="http://www.sde.ct.gov/sde/sitedefault.asp">www.sde.ct.gov/sde/sitedefault.asp</a></li> <li>● <a href="http://www.pbs.org/teachers/">www.pbs.org/teachers/</a></li> <li>● <a href="http://www.cdc.gov">www.cdc.gov</a></li> </ul> Videos/DVD (Multimedia): <ul style="list-style-type: none"> <li>● Intervention on A&amp;E</li> <li>● Drug Education for Teens – Marijuana, Heroin, Cocaine, Ecstasy, Oxycontin, steroids, Methamphetamine, Psilocybin</li> </ul>

Unit Title	Nutrition		Length of Unit	1 week
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● What do I need to know about nutrition and fitness to stay healthy?</li> <li>● How do I use the goal-setting process to improve my health?</li> <li>● How can I evaluate if health information, products and services are valid?</li> <li>● How do I plan a healthy daily diet?</li> </ul>			
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>DM 5.1.12 Examine barriers to healthy decision making.</p> <p>DM 5.5.12 Choose a healthy alternative when making a health-related decision.</p> <p>GS 6.2.12 Set a realistic personal health goal.</p> <p>GS 6.4.12 Develop a plan to attain a personal health goal.</p> <p>GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal.</p> <p>SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.</p>			
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Goal setting skills are essential to help identify, adopt and maintain health behaviors</li> <li>● Accessing valid health information to enhance a healthy lifestyle</li> <li>● Nutrition: Assessing a nutrition record to maintain an appropriate energy balance for a healthy, active lifestyle</li> </ul>			
<b>Key Vocabulary</b>	Simple versus Complex Carbohydrates, Proteins, Fats, Fiber, Starches, Sugars, Glucose, Fatty acids, Amino acids, Calories			

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● The six nutrients impact on the body</li> <li>● How the body obtains, stores and uses energy from food</li> <li>● A healthy diet balances essential nutrients and calorie intake</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish the different roles of the six nutrients</li> <li>● Explain how we obtain and store energy from food</li> <li>● Compare and contrast the roles carbohydrates, fats and proteins play in the body</li> <li>● Evaluate data on their own food and beverage intake to assess their personal health practices.</li> </ul>
<b>Assessments:</b>	formative assessments, journaling and reflection project
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.capherd.com">www.capherd.com</a></li> <li>● <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>● <a href="http://www.sde.ct.gov/sde/sitedefault.asp">www.sde.ct.gov/sde/sitedefault.asp</a></li> <li>● <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>● Myplate</li> <li>● Food Inc.</li> <li>● Youtube - "How to read a food label"</li> </ul>

<b>Unit Title</b>	<b>Mental Health</b>	<b>Length of Unit</b>	1 week
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does one achieve positive mental health?</li> <li>• How can suicide be prevented?</li> <li>• What are the common causes for mental and emotional health problems?</li> <li>• How can you persuade and support others to make the best mental and emotional health choices?</li> </ul>
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.</p> <p>MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>AV 8.2.12 Persuade and support others to make positive health choices.</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Organizing and conveying information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding health risks.</li> <li>• Social Interaction: Wellness connects and addresses both our physical and mental health needs</li> </ul>
<b>Key Vocabulary</b>	depression, anxiety, stress, positive/negative mental health, decisions, coping, emotions, suicide, mental wellness, cognitive, affective, health risks, stigma, type of treatment, schizophrenia, psychologist, psychiatrists, therapists



<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Factors that lead to mental health issues</li> <li>● Warning signs associated with depression, anxiety, stress, eating disorders, and suicide</li> <li>● The body’s physical reaction to depression, anxiety and stress</li> <li>● The health consequences of their choices</li> <li>● Positive mental and emotional health choices to support others</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and evaluate how their decisions affect various aspects of their lives and others</li> <li>● Implement strategies to cope with difficult emotions</li> <li>● Formulating mental and emotional health-enhancing messages.</li> <li>● Demonstrate how to ask for and offer assistance to enhance the mental health of self and others.</li> </ul>

<b>Assessments:</b>	Performance based assessment, Summative assessments, Interim assessments, Projects
<b>Teacher Resources:</b>	Internet Sites: <ul style="list-style-type: none"> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.capherd.com">www.capherd.com</a></li> <li>● <a href="http://shapeamerica.org">shapeamerica.org</a></li> <li>● <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>● <a href="http://www.sde.ct.gov/sde/sitedefault.asp">www.sde.ct.gov/sde/sitedefault.asp</a></li> <li>● <a href="http://www.pbs.org/teachers/">www.pbs.org/teachers/</a></li> <li>● <a href="http://www.cdc.gov">www.cdc.gov</a></li> </ul> Videos/DVD (Multimedia): <ul style="list-style-type: none"> <li>● Intervention on A&amp;E</li> <li>● Drug Education for Teens – Alcohol and Alcoholism</li> <li>● Drug Education for Teens – Alcohol’s Effects</li> <li>● Binge Drinking Blowout</li> </ul>

<b>Unit Title</b>	<b>Disease Prevention and Personal Safety</b>	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What behaviors create negative outcomes?</li> <li>• How does a person stay healthy?</li> <li>• How does the medical industry affect one’s health?</li> </ul>
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>OWDP 1.6.12 Justify why it is important to seek help and treatment for common infectious diseases and chronic diseases.</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy</p> <p>SH 1.9.12 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).</p> <p>SH 1.10.12 Explain the importance of lowering the viral load of a person living with HIV to undetectable and maintaining viral suppression.</p> <p>SH 1.12.12 Summarize the short- and long-term consequences, including symptoms and treatment costs, of common STDs and HIV and the problems associated with asymptomatic STDs and HIV.</p> <p>SAAP 1.4.12 Differentiate between respectful (healthy) and disrespectful (unhealthy) relationships including active consent</p> <p>SAAP 1.6.12 Demonstrate the ability to access reliable school and community service providers and resources for health care services related to sexual health and violence prevention (e.g., counseling, testing, school-based health centers, pediatrician, reproductive health community centers).</p> <p>SAAP 1.7.12 Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Health knowledge provides a foundation for promoting health-enhancing behavior</li> <li>• Advocating for healthy norms and behaviors for self and others.</li> <li>• Achieving and maintaining a health-enhancing level of fitness</li> </ul>
<b>Key Vocabulary</b>	Malignant, benign, arteriosclerosis, atherosclerosis, immunodeficiency, pathogen, pandemic, epidemic, HIV/AIDS treatment and testing, antibody, vaccine, epidemiology, public health, pharmacology, medical insurance, Mental/physical/sexual abuse, “Erin’s Law”

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● The correlation that risky behaviors might have on communicable and noncommunicable diseases and conditions</li> <li>● Strategies to avoid or reduce threatening situations, abuse or disease</li> <li>● Equipment and resources to measure their standard of health</li> <li>● Using accurate resources is vital to benefit your health</li> <li>● The impact of Erin’s law in reducing threatening situations--how one teen made a difference</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze charts and statistics to compare, analyze and develop needs for their personal wellness</li> <li>● Create a plan to self-advocate using a variety of resources including: local, state and national.</li> <li>● Use equipment to measure and assess their health standards</li> <li>● Access reliable and appropriate information to benefit their health</li> <li>● Design strategies to avoid or reduce threatening situations, abuse or disease</li> </ul>

<b>Assessments:</b>	projects, assessments, interims, presentations
<b>Teacher Resources:</b>	Chromebooks, Promethean, guest speakers, websites, Newsela, Edpuzzle, Screencastify, CDC.gov, 211, Public Health Hotlines

<b>Unit Title</b>	<b>Net Games</b>	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What different ways can the body move given a specific purpose?</li> <li>• How can I move efficiently and effectively to be more proficient?</li> <li>• How should I interact with others during physical activity?</li> <li>• How will physical activity help me today and in the future?</li> </ul>
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S2.H1.L1 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.</p> <p>GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal.</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Lifetime Activities: Body positioning and movement affects outcome</li> <li>• Working with others: Effective communication skills and strategies promote group dynamics</li> <li>• Planning and anticipation can aid success in multiple net games</li> </ul>
<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The rules and game strategies involved in competitive net games.</li> <li>• Proper body positioning can aid in success.</li> <li>• The key skills utilized in playing net games and the correct movements to perform these skills.</li> <li>• The ways teamwork, communication and sportsmanship affect game play</li> </ul>	<ul style="list-style-type: none"> <li>• Show effective offensive and defensive strategies</li> <li>• Utilize correct body positioning to allow for higher level proficiency in skills like a pass/set and legal serve</li> <li>• Use effective communication skills on and off the court</li> <li>• Apply knowledge of rules through game play</li> <li>• Demonstrate fair play, safety and sportsmanship</li> <li>• Implement strategies and monitor progress in achieving a personal health goal.</li> </ul>

<ul style="list-style-type: none"> <li>Principles of attack and defense are utilized in net games</li> </ul>	
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<b>Assessments:</b>	Charts of progress and steps to proper movement to help gain success , interims, create videos to teach net game skills
<b>Teacher Resources:</b>	nets, racquets, birdies, tape, game rules, videos (instructional and game play)

<b>Unit Title</b>	<b>Cooperative Activities -</b> team tag games (blob tag, elbow tag, river crossing, capture the flag, minefield, ultimate frisbee) tip-n-flip	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What different ways can the body move given a specific purpose?</li> <li>• How will these types of activities help me today and in the future?</li> <li>• Why is cooperation an important life skill?</li> <li>• How does proper communication affect performance/outcome?</li> </ul>
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</p> <p>S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.</p> <p>S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.</p> <p>S4.H5.L1 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>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Rules and Etiquette can make games more enjoyable and orderly</li> <li>• Decision making skills are needed to identify, implement and sustain health-enhancing behaviors.</li> <li>• Interactions with others allows for an individual to see various ways to achieve a common goal.</li> <li>• Reduce emphasis on competition and increase emphasis on social aspects to achieve common objectives.</li> </ul>

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Cooperation is an important life skill.</li> <li>• Rules help keep you safe and orderly</li> <li>• Actions have consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Apply cooperative strategies and concepts to promote group problem-solving skills for team success</li> <li>• Model etiquette and empathy through group challenges</li> <li>• Summarize the importance of cooperative learning</li> </ul>

<ul style="list-style-type: none"> <li>• Cooperation and following rules shows that you respect others</li> <li>• Utilizing individual differences can contribute to team success</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the effectiveness of your plan and game strategy</li> <li>• Determine what role individuals can play to contribute to team achievement</li> </ul>
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<p><b>Assessments:</b></p>	<ul style="list-style-type: none"> <li>• Daily participation and attitude rubric</li> <li>• Teacher observation of student performance</li> <li>• Student reflection on game strategies</li> </ul>
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<b>Unit Title</b>	<b>Team Games</b> (basketball, wiffle ball, flag football, soccer, speedball, tchoukball)	<b>Length of Unit</b>	2 weeks
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<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● What does it mean to be a team player?</li> <li>● How can working together improve learning and success?</li> <li>● How does goal setting affect team performance?</li> <li>● How can I move efficiently and effectively?</li> </ul>
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>S2.H1.L1 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.</p> <p>S2.H2.L1 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.</p> <p>S4.H2.L1 Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</p> <p>S4.H3.L1 Demonstrates the ability to use communication skills and strategies that promote team or group dynamics.</p> <p>S4.H4.L1 Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups.</p>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Movement, concepts, principles and knowledge: Concepts of force and motion impact performance.</li> <li>● Working with others: We are stronger as a team</li> <li>● Goal setting skills are essential to help identify, adopt and maintain healthy behaviors.</li> <li>● Physical activity promotes life-long health-enhancing behaviors</li> </ul>
<b>Key Vocabulary</b>	Verbal/non verbal/ respectful communication, planning, teamwork, strategies, leadership, listening to others ideas, responsibility, sportsmanship, cooperative learning, exchange, retain, recall, weight transfer, speed, agility, anticipation, force and motion



<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Proper practice improves performance</li> <li>● Communication and collaboration are essential for teamwork</li> <li>● Basic locomotor, non-locomotor, and manipulative skills utilized in playing various team games and the correct movements to perform these skills.</li> <li>● Interconnectedness of team game principles in all team sports</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex skills and game play.</li> <li>● Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>● Apply a variety of mental strategies to improve performance</li> <li>● Model positive communication and collaboration with teammates.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>● Daily participation and attitude rubric</li> <li>● Teacher observation of student performance</li> <li>● Self-evaluation of teamwork skills</li> </ul>
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Unit Title	Fitness and Conditioning		Length of Unit	2 weeks
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● How can I safely set and meet my fitness needs?</li> <li>● How does exercise affect our overall health and wellbeing?</li> <li>● What does a fit person look like?</li> <li>● How can setting goals drive the results that a person may achieve?</li> <li>● How can I move efficiently and effectively?</li> <li>● What professions can connect to these activities?</li> </ul>			
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>S3.H7.L1 Demonstrates appropriate technique on resistance training machines and with free weights.</p> <p>S3.H8.L1 Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance.</p> <p>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> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p>			
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Movement concepts principles and knowledge: Use movement concepts and principles to analyze and improve performance of self/and or others in fitness and conditioning activities.</li> <li>● Goal setting skills are essential to help identify, adopt and maintain healthy behaviors.</li> <li>● Physical activity promotes life-long health-enhancing behaviors</li> <li>● Rules and etiquette: Individual health needs and differences should be respected</li> <li>● Safety: Apply best practices for participating safely in physical activity</li> </ul>			
<b>Key Vocabulary</b>	<p>Tabata, sets, reps, HIIT, planning, teamwork, strategies, leadership, listening to others ideas, responsibility, sportsmanship, weight transfer, speed, agility, anticipation, force and motion, dynamic versus static stretching/flexibility, muscle strength, muscle endurance, cardiovascular endurance, compound movements (single muscle exercise versus multiple muscles), components of fitness, Personal Trainer, Physical Therapist, Coach, PE/Health Teacher</p>			

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>● Communication and collaboration are essential for fitness room safety and success</li> <li>● Goals need to be clear, specific and manageable</li> <li>● Importance of exercising properly and safely to improve performance</li> <li>● Appropriate use of sets and reps in an exercise program.</li> <li>● Proper monitoring of heart rate while training</li> <li>● Fit people come in all shapes and sizes</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex skills and compound movements. (bicep curl versus a squat thrust)</li> <li>● Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</li> <li>● Apply a variety of mental/physical strategies to improve performance</li> <li>● Develop and teach fitness plans for self and others</li> <li>● Assess peer fitness plans and fitness activities</li> <li>● Evaluate ability to complete fitness plans and goals</li> </ul>
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>● Daily participation rubric</li> <li>● Teacher observation of student performance</li> <li>● Self-evaluation of completion of fitness plan</li> <li>● Project developing a fitness plan for self and/or others</li> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>● fitness room, cardio equipment, medicine balls, stop watches, music, apps, posters of directions/rules, skills checklist, group discussion debriefing, bands, bars, weights, chromebooks</li> <li>● Books, journals, and periodicals</li> <li>● <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>● <a href="http://www.capherd.com">www.capherd.com</a></li> <li>● <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>● <a href="http://www.youtube.com">www.youtube.com</a></li> <li>● <a href="http://www.PLT4M.com">www.PLT4M.com</a></li> </ul>