



Content Area: Physical Education/Health	Course: Wellness 1	Grade Level: 9/10
		
Unit Titles	Length of Unit	
Substance Abuse	2 weeks	
Disease: Prevention, Management and Treatment	2 weeks	
Stress Management	1 week	
Nutrition	1 week	
Social Media	1 week	
Team Games	2 weeks	
Fitness and Conditioning	2 weeks	
Net Games	2 weeks	
Cooperative Activities	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>

<b>Unit Title</b>	<b>Substance Abuse</b>	<b>Length of Unit</b>	2 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Why do people drink and smoke?</li> <li>• What is the impact of alcohol, tobacco, juuling and marijuana use on individuals and society?</li> <li>• How does one refuse drinks or smokes?</li> <li>• What are the benefits of living alcohol, tobacco, marijuana 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 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p> <p>AI 3.3.12 Determine when professional health services may be required.</p> <p>AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.</p> <p>IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Family, peers, culture, media, technology, and other factors affect our health decisions.</li> <li>• All choices have consequences.</li> <li>• Decision making skills are needed to identify, implement and sustain health-enhancing behaviors</li> <li>• Personal Responsibility: Self-awareness is recognizing when you need help and where to access the help.</li> </ul>		
<b>Key Vocabulary</b>	Blood Alcohol level, tobacco and marijuana concentration, Juuling, peer pressure, DUI, DWI, moderation, intoxication , Stages of alcoholism		

<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>● How peers, family and media influence underage drinking, tobacco and marijuana use</li> <li>● Long and short-term mental and physical effects of alcohol, tobacco, and marijuana use.</li> <li>● Strategies to refuse and avoid alcohol, tobacco and marijuana use.</li> <li>● The influence personal values and beliefs have on our health choices</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize reasons people turn to drinking, tobacco and marijuana use and their effects on the body systems</li> <li>● Distinguish between positive and negative coping strategies</li> <li>● Show the benefits of avoiding places where there is alcohol, marijuana, tobacco and juuling.</li> <li>● Demonstrate refusal skills to avoid alcohol, juuling tobacco, and marijuana</li> <li>● Create a campaign advocating for better decision-making around substance use.</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://tobaccopreventiontoolkit.stanford.edu">tobaccopreventiontoolkit.stanford.edu</a></li> <li>● <a href="http://everfi.com">everfi.com</a></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://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): Intervention on A&E Drug Education for Teens – Alcohol and Alcoholism Drug Education for Teens – Alcohol’s Effects Binge Drinking Blowout

<b>Unit Title</b>	<b>Disease: Prevention, Management and Treatment and Personal Safety</b>	<b>Length of Unit</b>	2 Weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● When should I ask for help?</li> <li>● Why is communication important?</li> <li>● How am I failing my body?</li> <li>● How is my body failing me?</li> </ul>		
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	OWDP 1.1.12 Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health including breast and testicular self-exams. OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases. AI 3.4.12 Use resources that provide valid and reliable health information, products, and services. IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. DM 5.1.12 Examine barriers to healthy decision making. DM 5.6.12 Evaluate the effectiveness of health-related decisions.		
<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>● Practicing health-enhancing behaviors can contribute to a positive quality of life</li> <li>● All choices have consequences</li> <li>● Working with Others: Individual health needs should be respected</li> </ul>		
<b>Key Vocabulary</b>	Communicable, pandemic, epidemic, vaccine, viruses, pathogen, cancer screening, HIV/AIDS, self-advocacy, malignant, benign, carcinogen, tumor, 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>● Signs and treatments for cancer, HIV/AIDS and other diseases and conditions.</li> <li>● Preventative measures to avoid health risks</li> <li>● Causes and consequences of infectious diseases and pandemics</li> <li>● Genetics and family history can impact health</li> <li>● Role of Medical Industry in disease prevention</li> </ul>	<ul style="list-style-type: none"> <li>● Outline the characteristics of healthy and unhealthy behaviors concerning disease</li> <li>● Compare and contrast diseases of today compared the past</li> <li>● Access appropriate resources to better advocate for their own health</li> <li>● Draw conclusions from analyzing health data</li> <li>● Employ effective self-management skills to respect self and others</li> <li>● Analyze the relationship between access to health care and health status</li> </ul>
<b>Assessments:</b>	Performance based assessment, Summative assessments, Interim assessments, Projects
<b>Teacher Resources:</b>	chromebooks, bp machines, charts, cdc.gov; nih.gov; Newsela, Everfi, Edpuzzle, guest speakers, mayoclinic.org

Unit Title	Stress Management		Length of Unit	1 week
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• What can I do to avoid or reduce stress?</li> <li>• How do I use communication skills to improve my stress management?</li> <li>• What can I do to promote accurate health information and healthy behaviors around stress?</li> </ul>			
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep Stress Management</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 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.</p> <p>MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.</p> <p>MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).</p> <p>IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal.</p> <p>SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.</p> <p>S3.H14.L14 Demonstrates the ability to identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>			
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Identifying stress management strategies</li> <li>• Stress Management: Using interpersonal communication skills enhances health and avoids or reduces health risks</li> <li>• Health: Physical activity promotes mental health and wellness benefits.</li> </ul>			
<b>Key Vocabulary</b>	Chronic, Acute, Eustress, Nuetress, Distress, Alarm Stage, Resistance Stage, Recovery/Exhaustion Stage, Epinephrine, Serotonin, stress emotional health, assertive communication,, inter-communication, intrapersonal communication, stressors, stress tolerance			



<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 five different types of stress</li> <li>● The physical and psychological signs and effects of stress on the body systems</li> <li>● The three stages of a stress response</li> <li>● Unhealthy and healthy ways to manage stress.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast different types of stress and its impact on the body and mind</li> <li>● Summarize the varied stages of the stress response</li> <li>● Demonstrate positive strategies versus negative ways to manage stress</li> <li>● Investigate what triggers their stress and how to reduce stress</li> <li>● Demonstrate how to ask for and offer assistance to enhance the 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>o <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>o <a href="http://www.capherd.com">www.capherd.com</a></li> <li>o <a href="http://www.AApherd.com">www.AApherd.com</a></li> <li>o <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>o <a href="http://www.sde.ct.gov/sde/sitedefault.asp">www.sde.ct.gov/sde/sitedefault.asp</a></li> <li>o <a href="http://www.pbs.org/teachers/">www.pbs.org/teachers/</a></li> <li>o <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>o <a href="http://www.webmd.org">www.webmd.org</a></li> </ul> Videos/DVD (Multimedia): <ul style="list-style-type: none"> <li>o WebMD – art therapy</li> <li>o Web MD – music therapy</li> <li>o YouTube – Yoga</li> <li>o YouTube – diaphragmatic breathing</li> <li>o YouTube – progressive muscle relaxation</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 to stay healthy?</li> <li>● What is my responsibility to advocate for healthy practices?</li> <li>● Why is it important to read food labels?</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 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.</p> <p>HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output).</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>AI 3.1.12 Evaluate the validity and reliability of health information, products, and services.</p> <p>DM 5.5.12 Choose a healthy alternative when making a health-related decision.</p> <p>S3.H13.L1 Demonstrates the ability to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.</p>			
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● Accessing valid health information, products and services is critical in the prevention, early detection, and treatment of health problems</li> <li>● Practicing health-enhancing behaviors can contribute to a positive quality of life.</li> <li>● We all are responsible for advocating for personal, family, and community health</li> <li>● Nutrition: designing and implementing a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle</li> </ul>			
<b>Key Vocabulary</b>	Five food groups; Saturated, Unsaturated and Trans Fats; Cholesterol HDL, LDL Growth, Water Soluble, Fat Soluble, Minerals, Serving Size, Ingredients, Calories, Percent Daily Value, Vitamins, Calcium, Iron, Electrolytes, Nutrients, dehydration;, water and fat soluble.			

<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>● A healthy diet balances essential nutrients from the five food groups.</li> <li>● Designing a diet and exercise program is a worthwhile investment in your health</li> <li>● Impact of different types of fat</li> <li>● Role of Vitamins, water and minerals in proper body functioning</li> <li>● Information found in food Labels</li> </ul>	<ul style="list-style-type: none"> <li>● Create a balanced diet of the five food groups</li> <li>● Distinguish the difference between good fats and bad fats</li> <li>● Explain the roles vitamins, minerals and water play in the body</li> <li>● Analyze a food label</li> <li>● Design food labels, charts and/or graphics advocating for healthy nutrition</li> </ul>
<b>Assessments:</b>	Performance based assessment, Summative assessments, Interim assessments, Projects
<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>Social Media</b>	<b>Length of Unit</b>	1 week
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• Why is responsible communication important?</li> <li>• What are the benefits and dangers of social media?</li> <li>• How do you want to be treated by your peers?</li> </ul>		
<b>Standards</b> Standards come from the <a href="#">CSDE Healthy and Balanced Living Curriculum Framework</a>	<p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.4.12 Describe the effects of viewing pornography, sexting, etc. on healthy relationships.</p> <p>HR 1.7.12 Evaluate the legal and social consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, and phone and tablet applications).</p> <p>INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.</p> <p>IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.</p> <p>IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.</p> <p>DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Family, peers, culture, media, technology, and other factors affect our health decisions.</li> <li>• Using interpersonal communication skills enhances health and avoids or reduces health risks</li> <li>• We all are responsible for advocating for personal, family, and community health</li> <li>• Rules and etiquette: Individual health needs should be respected</li> </ul>		
<b>Key Vocabulary</b>	Social Media, Cyberbullying, Sexting, interpersonal communication, etiquette		

<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>● Criteria to identify when social media sites are appropriate resources</li> <li>● The personal and legal impact of sexting</li> <li>● Managing your on-line reputation</li> <li>● Getting help when you are mistreated on social media</li> <li>● Strategies for safe online communication</li> <li>● Appropriate responses to cyber-bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the the benefits and dangers of using social media</li> <li>● Predict the impact social media may have on personal and academic life</li> <li>● Analyze the context and impact of an online post</li> <li>● Explain how to report inappropriate behavior on social networking sites.</li> <li>● Determine when social media is an appropriate resource versus other sources</li> <li>● Synthesize healthy messages and communication techniques to target a specific audience</li> </ul>
<b>Assessments:</b>	Performance based assessment: such as a campaign advocating for responsible social media use. Summative assessments, Interim assessments, Projects
<b>Teacher Resources:</b>	Technology, Administration, SRO, counselors, cdc.gov, ct.gov, guest speakers, <a href="https://www.myschoolmyrights.com/social-media-rights/">https://www.myschoolmyrights.com/social-media-rights/</a>

<b>Unit Title</b>	<b>Team Games</b> (basketball, softball, flag football, soccer, speedball)	<b>Length of Unit</b>	2 weeks
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● Why is teamwork a necessary life skill?</li> <li>● What different ways can the body move given a specific purpose?</li> <li>● How can I move efficiently and effectively?</li> <li>● How should I interact with others during physical activity/game play?</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>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>● Fitness Activities:demonstrate competency in team game movements.</li> <li>● Working with others: Work responsibly and collaboratively in team game setting</li> <li>● Rules and etiquette: exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity</li> <li>● Recognizes physical activity promotes life-long health-enhancing behaviors</li> </ul>		
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>● Communication, teamwork, offense/defense skills and strategies (moving to open space, non verbal/verbal communication), sportsmanship, honesty, inclusion, locomotor /non locomotor movements</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 team games to help with success.</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>● The ways teamwork and communication and sportsmanship affect game play and allow for positive experience for all involved.</li> <li>● Interconnectedness of team game principles in all team sports</li> </ul>	<ul style="list-style-type: none"> <li>● Applies rules and game strategies when playing team games</li> <li>● Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex skills and game play.</li> <li>● Show responsible personal and social behavior when participating in physical activities.</li> <li>● Model positive communication with teammates.</li> <li>● Assess and adjust activities to maintain or improve personal level of health-related fitness.</li> </ul>
<b>Assessments:</b>	Charts of progress and steps to proper movement to help gain success during various movements and game play, interim assessments
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>● Books, journals, and periodicals</li> <li>● Instructional supplies for team games</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> </ul>

Unit Title	Net Games		Length of Unit	2 weeks
<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 can I move efficiently and effectively?</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: Communication is vital to success</li> <li>● Goal setting skills are essential to help identify, adopt and maintain healthy behaviors</li> </ul>			
<b>Key Vocabulary</b>	<p>Badminton: Net, racket, birdie, drop shot, drive shot, clear shot, overhead/forehand, forehand/underhand serve, backhand serve, communication</p> <p>Pickleball: Paddle, ball, kitchen/non volley zone, double bounce rule, forehand/backhand, top spin/back spin</p> <p>Volleyball: bump, set, spike, serve, rotation, communication, in/out</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>● The rules and game strategies involved in net games.</li> <li>● The key skills utilized in playing net games and the correct movements to perform these skills.</li> <li>● The ways teamwork and communication and sportsmanship affect game play</li> <li>● Planning and anticipation aids success in multiple net games</li> <li>● Principles of attack and defense utilized in net games</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a pass/set with proper technique</li> <li>● Perform a legal serve</li> <li>● Show effective offensive and defensive strategies</li> <li>● Utilize correct body positioning</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>
<b>Assessments:</b>	Charts of progress and steps to proper movement to help gain success , interims
<b>Teacher Resources:</b>	nets, raquets, birdies, tape, game rules

<b>Unit Title</b>	<b>Fitness and Conditioning</b>	<b>Length of Unit</b>	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> </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>• Rules and etiquette: Individual health needs and differences should be respected</li> <li>• Safety: Apply best practices for participating safely in physical activity</li> <li>• Goal setting skills are essential to help identify, adopt and maintain healthy behaviors</li> </ul>		
<b>Key Vocabulary</b>	Steroids, body image, cardiovascular, heart rate, HIIT, reps, sequence, fitness progress monitoring, aerobic, anaerobic, maximum heart rate, training heart rate		
<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>• Goals need to be clear, specific and manageable</li> <li>• How to complete exercises properly and safely</li> <li>• How to appropriately use sets and reps in a program.</li> <li>• Importance of monitoring heart rate while training</li> <li>• How to safely be active in fitness activities</li> <li>• Fit people come in all shapes and sizes</li> </ul>		<ul style="list-style-type: none"> <li>• Design an appropriate exercise routine to safely reach their fitness goals.</li> <li>• Analyze their fitness progression</li> <li>• Apply, monitor and assess safe practices to help yourself and others use movement concepts and principles to improve performance</li> </ul>	

<b>Assessments:</b>	Exercise logs, charts, interims, CT Physical Fitness Test
<b>Teacher Resources:</b>	equipment, stop watches, music, apps, tape measures

<b>Unit Title</b>	<b><u>Cooperative Activities</u></b> - team tag games (blob tag, elbow tag, river crossing, capture the flag, minefield, ultimate frisbee)	<b>Length of Unit</b>	2 weeks
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>● Why is planning strategies before acting important?</li> <li>● How does what I say affect how people perform?</li> <li>● Why is it important to communicate?</li> <li>● Does a good leader always have to lead?</li> <li>● Why do we need to work as a team?</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>● Movement concepts, principles and knowledge: Creating a practice plan improves performance of skills</li> <li>● Working with others: Communication is vital to success</li> <li>● Rules and etiquette: The use of teamwork, fair-play, and safety helps to maintain the pace of the game and fun engagement for all.</li> <li>● Self-expression and enjoyment: Participating in physical activities meets the need for self-expression and enjoyment</li> </ul>		
<b>Key Vocabulary</b>	Verbal/non verbal/ respectful communication, planning, teamwork, strategies, leadership, listening to others ideas, responsibility, sportsmanship		

<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>● Think before I start.</li> <li>● Words and actions can motivate or aggravate.</li> <li>● When we work together as a team we achieve more</li> <li>● I may discover what I am good at by trying something new</li> <li>● The job of a good leader is to make everyone perform better.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop effective communication strategies with others</li> <li>● Demonstrate teamwork when actively participating in group initiatives</li> <li>● Apply rules and restrictions in a variety of activities</li> <li>● Select and participate in physical activities that meet the need for self-expression and enjoyment</li> <li>● Determine what role they need to play</li> <li>● Compare ideas and choose the best solution</li> <li>● Reflect on the effectiveness of your plan and game strategy.</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> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>● equipment, stop watches, music, apps, directions/rules for games</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> </ul>