



Content Area: Physical Education/Health	Course: Wellness - PE	Grade Level: 11/12
		
Unit Titles	Length of Unit	
Team Games II	2 weeks	
Team Games III	2 weeks	
Net Games II	2 weeks	
Net Games III	2 weeks	
Fitness and Conditioning II	2 weeks	
Fitness and Conditioning III	2 weeks	
Dance	1 week	
Cooperative Activities	1 week	
Basic Self Defense	2 weeks	

Strands	Course Level Expectations
Decision-making skills	<ul style="list-style-type: none"> Students will demonstrate the ability to use decision-making skills to enhance health.
Goal-setting skills	<ul style="list-style-type: none"> Students will demonstrate the ability to use goal-setting skills to enhance health.
Healthy behaviors	<ul style="list-style-type: none"> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Motor Skills and movement patterns	<ul style="list-style-type: none"> Students will demonstrate competency and/or refine activity-specific movement skills in 2 or more lifetime activities Students will demonstrate competency in 1 or more specialized skills in health-related fitness activities
Movement and Performance	<ul style="list-style-type: none"> Students will apply the terminology associated with exercise and participation in selected individual-performance activities Students will use movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. Students will create a practice plan to improve performance for a self-selected skill

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

Unit Title	Team Games II		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can my movements help my team and teammates? ● How can I keep improving my performance? ● How does positive communication and teamwork increase success? ● How do my actions during activities encourage and support other individuals to strive for success? ● How can playing team games benefit physical and mental health? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill. Demonstrates the ability to examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Fitness Activities: demonstrate competency in team game movements. ● Working with others: Work responsibly and collaboratively in team game setting ● Rules and etiquette: exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity ● Recognizes physical activity promotes life-long health-enhancing behaviors 			
Key Vocabulary	balance, contralateral, visualizing, concepts, accuracy, angles, hand-eye coordination, tracking, anticipation, Communication, teamwork, offense/defense skills and strategies (moving to open space, non verbal/verbal communication), sportsmanship, honesty, inclusion, locomotor /non locomotor movements			

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Advanced skills (strategic thinking) corresponding to the given activity. ● Higher level strategies to improve success ● You can help your team be successful without touching the implement being used. ● The ways teamwork and communication and sportsmanship affect game play and allow for positive experience for all involved. ● Interconnectedness of team game principles in all team sports 	<ul style="list-style-type: none"> ● Identify visualization techniques used to help increase performance and success. ● Assess using higher level action and movement skills compared to previous year's play. ● Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others. ● Demonstrate effective team play concepts and strategies in various game settings which allows for overall team success. ● Communicate without verbal cues.
Assessments:	Charts of progress and steps to proper movement to help gain success during various movements and game play, interim assessments
Teacher Resources:	<ul style="list-style-type: none"> ● Books, journals, and periodicals ● Instructional supplies for team games ● Websites: www.pecentral.com; www.capherd.com; www.pelinks4u.org

Unit Title	Team Games III (basketball, softball, flag football, soccer, speedball)	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● Why is teamwork a necessary life skill? ● What different ways can the body move given a specific purpose? ● How can I move efficiently and effectively? ● How should I interact with others during physical activity/game play? ● How will physical activity help me today and in the future? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games).</p> <p>S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.</p> <p>S4.H2.L2 Demonstrates the ability to examine moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Fitness Activities: demonstrate competency in team game movements. ● Working with others: Work responsibly and collaboratively in team game setting ● Rules and etiquette: exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity ● Recognizes physical activity promotes life-long health-enhancing behaviors 		
Key Vocabulary	<ul style="list-style-type: none"> ● Communication, teamwork, offense/defense skills and strategies (moving to open space, non verbal/verbal communication), sportsmanship, honesty, inclusion, locomotor/non locomotor movements 		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The rules and game strategies involved in team games to help with success. ● Basic locomotor, non-locomotor, and manipulative skills utilized in playing various team games and the correct movements to perform these skills. ● The ways teamwork and communication and sportsmanship affect game play and allow for positive experience for all involved. ● Interconnectedness of team game principles in all team sports 	<ul style="list-style-type: none"> ● Applies rules and game strategies when playing team games ● Demonstrate competence in applying basic locomotor, non-locomotor, and manipulative skills in the execution of more complex skills and game play. ● Show responsible personal and social behavior when participating in physical activities. ● Model positive communication with teammates. ● Assess and adjust activities to maintain or improve personal level of health-related fitness.
Assessments:	Charts of progress and steps to proper movement to help gain success during various movements and game play, interim assessments
Teacher Resources:	<ul style="list-style-type: none"> ● Books, journals, and periodicals ● Instructional supplies for team games ● www.pecentral.com ● www.capherd.com ● www.pelinks4u.org

Unit Title	Net Games II		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● What different ways can the body move given a specific purpose? ● How can I move efficiently and effectively? ● How should I interact with others during physical activity? ● How will physical activity help me today and in the future? ● How can strategy be used to improve your performance? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games).</p> <p>S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games).</p> <p>S2.H5.L2 Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games.</p>			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Lifetime Activities: Body positioning and movement affects outcome ● Working with others: Communication is vital to success ● Goal setting skills are essential to help identify, adopt and maintain healthy behaviors 			
Key Vocabulary	<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>			

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The rules and game strategies involved in net games. ● The key skills utilized in playing net games and the correct movements to perform these skills. ● The ways teamwork and communication and sportsmanship affect game play ● Planning and anticipation aids success in multiple net games ● Principles of attack and defense utilized in net games 	<ul style="list-style-type: none"> ● Demonstrate a pass/set with proper technique ● Perform a legal serve ● Show effective offensive and defensive strategies ● Utilize correct body positioning ● Use effective communication skills on and off the court ● Apply knowledge of rules through game play ● Demonstrate fair play, safety and sportsmanship ● Implement strategies and monitor progress in achieving a personal health goal.
Assessments:	Charts of progress and steps to proper movement to help gain success , interims
Teacher Resources:	videos, websites, targets, nets, raquets, birdies, tape, game rules

Unit Title	Net Games III		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How does strategy help you be successful in game play? ● How does anticipation help success in game play? ● How can you control an object such as a volleyball, birdie or pickleball? ● Why does goal setting improve performance? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games).</p> <p>S2.H5.L2 Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games.</p>			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Lifetime Activities: Learning correct body positioning and movement allows for successful lifetime enjoyment of physical activities. ● Working with others: Communication is vital to success in physical activities and in life ● By setting goals you can monitor your progress and stay on track. 			
Key Vocabulary	<p>Badminton: Net, racket, birdie, drop shot, drive shot, clear shot, overhead/forehand, forehand/underhand serve, backhand serve, communication, deception</p> <p>Pickleball: Paddle, ball, kitchen/non volley zone, double bounce rule, forehand/backhand, top spin/back spin</p> <p>Tennis: Racket, ball, toss, top spin, back spin, service box, ace, alley, backcourt, baseline, doubles, singles, backhand, forehand, let, net</p> <p>Volleyball: bump, set, spike, serve, rotation, communication, in/out, movement, ready position</p>			

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The key skills utilized in playing net games and the correct movements to perform these skills. ● Many ways to move the body to impact differently how objects travel in space. ● Goal setting strategies to improve individual performance ● A variety of strategic moves to help in overall individual and team success. ● The ways teamwork, communication and sportsmanship affect game play 	<ul style="list-style-type: none"> ● Use effective communication to aid in success during game play. ● Utilize correct body positioning ● Select the right offensive and defensive moves and strategies for success ● Attempt to place an object/ball into open space to make the opponent(s) move. ● Implement strategies and monitor progress in achieving a personal health goal.
Assessments:	Charts of progress and steps to proper movement to help gain success , interims
Teacher Resources:	nets, raquets, birdies, tape, game rules

Unit Title	Fitness and Conditioning II	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do I design a program that safely meets the needs of other students? • How do certain exercises affect different muscle groups? • How does a person use the five Components of Fitness to monitor their fitness needs • What is the importance of lifetime activities? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S3.H7.L2 Demonstrates the ability to design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p> <p>S3.H11.L2 Demonstrates the ability to develop and maintain a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).</p> <p>S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • 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. • Assessing and planning programs help maintain a health enhancing level of physical activity and fitness • Rules and etiquette: Individual health needs and differences should be respected • Safety: Apply best practices for participating safely in physical activity • Goal setting skills are essential to help identify, adopt and maintain healthy behaviors for a lifetime of movement. 		
Key Vocabulary	Steroids, body image, cardiovascular, heart rate, HIIT, reps, sequence, fitness progress monitoring, aerobic, anaerobic, maximum heart rate, training heart rate, Isometric training, EMOM activities, Five components of fitness, Anatomy-pectoralis, latissimus dorsi, bicep, tricep, obliques etc.		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● That lifelong fitness includes strength building exercises ● The connection between physical wellness and mental wellness ● The Five Components of Fitness and their relationship to specific exercises and programs ● Connection of particular muscles to certain exercises ● Fitness plans need to be differentiated to accommodate all types of learners 	<ul style="list-style-type: none"> ● Use movement concepts and principles when designing appropriate exercise routines to safely reach fitness goals for different people. ● Design programs and activities that connect to specific muscle groups ● Critique peers for proper performance when engaged in the student-designed fitness program ● Apply feedback received from students and instructor ● Analyze fitness progression to adapt and adjust for a better program that improves physical and mental wellness
Assessments:	Exercise logs, charts, interims, CT Physical Fitness Test, Presentations, portfolios, student survey
Teacher Resources:	equipment, stop watches, music, apps, tape measures, track, fitness room, camera

Unit Title	Fitness and Conditioning III		Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can I safely set and meet my fitness needs? ● How does exercise affect our overall health and wellbeing? ● What does a fit person look like? ● How can I safely assist a partner in fitness activities? 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<p>S3.H7.L2 Demonstrates the ability to design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p> <p>S3.H8.L2 Demonstrates the ability to identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).</p> <p>S3.H10L2 Demonstrates the ability to adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.</p>			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Exhibits responsible personal and social behavior that respects self and others. ● Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. ● Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 			
Key Vocabulary	Steroids, body image, cardiovascular, heart rate, HIIT, reps, sequence, fitness progress monitoring, aerobic, anaerobic, maximum heart rate, training heart rate			

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Goals need to be clear, specific and manageable ● How to complete exercises properly and safely ● How to appropriately use sets and reps in an exercise program. ● Importance of monitoring heart rate while training ● How to safely be active in fitness activities ● Fit people come in all shapes and sizes 	<ul style="list-style-type: none"> ● Design an appropriate exercise routine to safely reach their fitness goals. ● Analyze their fitness progression ● Apply, monitor and assess safe practices to help yourself and others use movement concepts and principles to improve performance
Assessments:	Exercise logs, charts, interims, CT Physical Fitness Test
Teacher Resources:	equipment, stop watches, music, apps, tape measures,

Unit Title	Dance		Length of Unit	1 week
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can dance enhance physical and mental health? ● How does country dance reflect culture? ● Why is communication and collaboration important for dance choreography? ● How can dance be used for self-expression 			
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	S5.H3.L2 Demonstrates the ability to identify the uniqueness of creative dance as a means of self-expression. S2.H4.L2 Demonstrates the ability to compare similarities and differences in various dance forms. S1.H2.L2 Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.			
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Movement concepts, principles and knowledge: Creating a practice plan improves performance of skills ● Working with others: Communication is vital to success ● Self-expression and enjoyment: Participating in physical activities meets the need for self-expression and enjoyment 			
Key Vocabulary	Choreography, culture, do-si-do, promenade, sashay, “swing your partner, caller, right-left grand, country dancing, line dancing			

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The history and cultural influence of country dance ● Individuals have different preferences for styles of dance ● Dance allows individuals to creatively express feelings and culture ● Multiple ways dance can alter your mood ● Various dance steps and combinations 	<ul style="list-style-type: none"> ● Explain the history of country dances and their influence on America ● Design a dance with a specific purpose in mind ● Demonstrate basic and complex dance moves, rhythm and beat ● Utilize effective communication and collaboration skills when teaching a dance to peers
Assessments:	<ul style="list-style-type: none"> ● Peer and self assessment of a student’s choreography of a line or country dance ● Daily participation and attitude rubric ● Teacher observation of student performance ● formative assessments
Teacher Resources:	<ul style="list-style-type: none"> ● Stereo, boom box, pencil and paper for each group, posters explaining movement elements learned thus far ● www.countrydancingtonight.com ● www.youtube.com ● www.google.com ● equipment, stop watches, music, apps, directions/rules for games ● www.pecentral.com ● www.capherd.com ● www.pelinks4u.org

Unit Title	<u>Cooperative Activities -</u> team tag games (blob tag, elbow tag, river crossing, capture the flag, minefield, ultimate frisbee)	Length of Unit	2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can cooperative games be applied to life situations? ● How does communication affect cooperation? ● What does it mean to work to the best of my abilities? ● Why is planning strategies before acting important? ● How does what I say affect how people perform? ● Why is it important to communicate? ● Does a good leader always have to lead? ● Why do we need to work as a team? 		
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<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>S3.H3.L2 Demonstrates the ability to apply rates of perceived exertion and pacing.</p> <p>S3.H8.L2 Demonstrates the ability to identify the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).</p> <p>S4.H3.L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> ● Movement concepts, principles and knowledge: Creating a practice plan improves skills ● Collaborating shows that you respect others and leads to greater accomplishments ● Working with others: Recognizing differences helps group dynamics ● Rules and etiquette: The use of teamwork, fair-play, and safety helps to maintain the pace of the game and fun engagement for all. ● Self-expression and enjoyment: Participating in physical activities meets the need for self-expression and enjoyment 		
Key Vocabulary	Verbal/non verbal/ respectful communication, planning, teamwork, strategies, leadership, listening to others ideas, trial and error, responsibility, sportsmanship		

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● Listening to all individuals' comments and beliefs is important. ● There are many ways to be successful. ● Proper planning and communication has the ability to lead to success. 	<ul style="list-style-type: none"> ● Move in a safe and effective manner that leads to success ● Summarize the importance of cooperative learning ● Reflect on teamwork to make improvements ● Evaluate communication for its effectiveness

Assessments:	<ul style="list-style-type: none"> ● Daily participation and attitude rubric ● Teacher observation of student performance
Teacher Resources:	<ul style="list-style-type: none"> ● equipment, stop watches, music, apps, directions/rules for games ● www.pecentral.com ● www.capherd.com ● www.pelinks4u.org

Unit Title	<u>Basic Self- Defense</u>	Length of Unit	2 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • Why is awareness of your surroundings important? • How can verbal and physical skills increase safety? • What are the benefits of being assertive? • What strategies will help improve decision making skills?
Standards Standards come from the CSDE Healthy and Balanced Living Curriculum Framework	<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>S3.H5.L1 Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.</p> <p>S1.H3.L1 Demonstrates competency in one or more specialized skills in health-related fitness activities.</p> <p>DM 5.3.12 Generate alternatives when making a health-related decision.</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Decision making skills: appropriate actions can keep you safe • Personal responsibility: Self-defense requires both self-awareness and understanding of your surroundings
Key Vocabulary	Self Defense, Verbal, non verbal, self-confidence, self-esteem, assertive, decision-making skills, awareness, surroundings, MACE, Pepper Spray

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> ● The benefits of self-defense ● Tools and skills needed to confidently assess a dangerous situation and navigate effectively ● The different self-defense aids for different situations 	<ul style="list-style-type: none"> ● Demonstrate self-defense verbal and physical techniques ● Determine the best solutions for different scenarios ● Reflect on the effectiveness of your decision-making ● Assess the best use of various self-defense aids.
Assessments:	Exit slips, Worksheets, role-play scenarios, Peer assessment, Teacher observation of student performance
Teacher Resources:	<ul style="list-style-type: none"> ● www.cdc.com ● www.cga.ct.gov ● www.pcentral.com ● www.capherd.com ● shapeamerica.org ● Videos (e.g.....) ● Guest Speaker (e.g.....)