

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Wednesday, November 4, 2026

THS Conference Room, 10:00 AM

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval of the Minutes ~ 9/17/26
- IV. New Business
 - a. Curriculum Guide Update – *Advanced Drawing & Illustration, Grs. 9-12*
 - b. Curriculum Guide Update – *Guitar I, Grs. 9-12*
 - c. Curriculum Guide Update – *Lifetime Activities, Grs. 11-12*
 - d. Curriculum Guide Update – *Physical Education, Gr. 9*
 - e. Curriculum Guide Update – *Physical Education, Gr. 10*

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Curriculum Committee of
the Trumbull Board of Education

Regular Meeting

Thursday, September 17, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 10:00 a.m.

Members Present

L. Timpanelli, Board Chair
L. Nuland, BOE Member
J. McNamee, BOE Member
S. Iwanicki, Ed.D., Administrative Designee

Members Absent

M. Petitti, Curriculum Committee Chair

Attending Presenters

S. Lavorgna-Lye, World Language
Department Chair
M. Manso-García, World Language Teacher

M. Slais, World Language Teacher
B. Martin, World Language Teacher

II. Public Comment- No public comments were received.

III. Approve Minutes - Mrs. Nuland motioned to approve the minutes of the June 18, 2026 Curriculum Committee meeting. Ms. McNamee seconded the motion. Mrs. Timpanelli abstained. The motion passed.

IV. New Business

a. Curriculum Guide Updates – Spanish for Heritage Speakers 1 (Grades 9–10) and Spanish for Heritage Speakers 2 (Grades 11–12)

World Language Department Chair Susanna Lavorgna-Lye and World Language Teacher María Manso-García presented the updated curriculum guides. They explained that Spanish for Heritage Speakers 1 and 2 are designed for students with household or receptive Spanish backgrounds to transition from informal speech to academic and professional registers.

Key features highlighted include:

- Language Mechanics and Vocabulary: Focuses on orthography, capitalization, punctuation, and accentuation rules while expanding vocabulary through synonyms rather than translation.
- Cultural Exploration: Integrates authentic Hispanic literature and media exploring cultural heritage, regional lexical variations, identity, migration, alienation, and assimilation.
- Resources and Alignment: Utilizes the Galería de lengua y cultura 1 textbook (Vista Higher Learning) alongside language lab digital tools. The guides seamlessly embed ACTFL standards and Vision of the Graduate competencies.

The Committee discussed course placement testing, middle school alignment, enrollment dynamics, and fostering pride in students' native language heritage.

Ms. McNamee departed the meeting during the discussion of this item.

Mrs. Nuland motioned to approve the updated curriculum guides for Spanish for Heritage Speakers 1 and Spanish for Heritage Speakers 2 and bring them to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

b. Curriculum Guide Update – Spanish III Honors (Grades 10–12) and Spanish V Honors (Grade 12)

Department Chair Susanna Lavorgna-Lye, along with World Language teacher Michele Slais, presented the curriculum updates for Spanish III Honors and Spanish V Honors. They shared that Spanish III Honors is aligned to ACTFL Intermediate-Mid proficiency targets. It utilizes the Auténtico textbook series, embeds Vision of the Graduate competencies, and incorporates authentic literature, including a cool children's camping mystery book written by district staff (Mr. Geraghty) and translated into Spanish.

They furthered that Spanish V Honors, by contrast, is aligned to Intermediate-Mid to Intermediate-High targets, refining advanced grammar, literary analysis, and cultural appreciation through film and art. It utilizes Imagina (Vista Higher Learning) and language lab resources to prepare students for the Seal of Biliteracy and college-level coursework.

Mrs. Nuland motioned to approve the updated curriculum guides for Spanish III Honors and Spanish V Honors and bring them to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

c. Curriculum Guide Update – Spanish III ACP (Grades 10–12)

Department Chair Susanna Lavorgna-Lye, teacher Michele Slais, and later, Breana Martin reviewed the revisions to Spanish III ACP. The updates focus on advancing student proficiency from Intermediate-Low toward Intermediate-Mid targets across listening, speaking, reading, and writing. The guide incorporates updated Vision of the Graduate rubrics, essential questions, and standards-based performance assessments using the Auténtico curriculum framework.

Mrs. Nuland motioned to approve the updated curriculum guide for Spanish III ACP and bring it to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

d. Curriculum Guide Update – Spanish V ACP (Grade 12)

Department Chair Susanna Lavorgna-Lye and World Language Teacher Breana Martin presented the senior-level Spanish V ACP curriculum. The course shifts focus toward functional fluency, real-world communication skills, global cultural connections, and post-secondary career readiness. Units emphasize practical language usage, historical and media analysis, and cultural immersion to prepare students for civic and professional settings.

Mrs. Nuland motioned to approve the updated curriculum guide for Spanish V ACP and bring it to the full Board for approval. Mrs. Timpanelli seconded the motion. The motion passed unanimously.

V. Review of Future Meetings Dates and Topics.

It was motioned to table this topic until all members were in attendance.

The meeting adjourned at 11:20 a.m.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Advanced Drawing & Illustration Grade 9-12

2026

(Last revision date: 2020)

Curriculum Writing Team

**Lisa Edwards
Kristen Willett
Vincent DiScala
Susan C. Iwanicki, Ed.D.**

**Art Teacher, Trumbull High School
Art Teacher, Trumbull High School
Wellness & Fine Arts Department Chairperson
Assistant Superintendent**

Advanced Drawing & Illustration

Grade 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Drawing and Illustration is designed for students with a strong interest in fine arts who have had previous course experience in Basic Drawing, Painting or Visual Art & Design. Students will have the opportunity to build upon their previously learned knowledge and skills as they work with various drawing and painting media. During this class, students will work on assignments that deal with everything from observation and technical accuracy to critical and divergent thinking, creative and spatial reasoning. Students will work with a wide variety of media such as graphite, colored pencil, ink, charcoal, pastel and paint.

Students will deepen their technical expertise across various media to produce a wide range of artistic works. Students will discover how art solves real-world problems through narrative illustration and impactful advertising design. Regular classroom discussions and peer critiques will refine student perspectives. This course prepares students for creative careers by exploring commercial applications. It also serves as an essential foundation for anyone pursuing a future in the visual arts.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts.
<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

1. Creating

VA:Cr1.1.IIa

Individually or collaboratively formulate new creative problems based on the student's existing artwork.

VA:Cr1.2.IIa

Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Organize and develop artistic ideas and work.

VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. Refine and complete artistic work.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues. Select, analyze, and interpret artistic work for presentation.
VA:Cr3.1.IIa	Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision. Develop and refine artistic techniques and work for presentation.

2. Presenting

VA:Pr4.1.IIa	Analyze, select, and critique personal artwork for a collection or portfolio presentation.
VA:Pr5.1.IIa	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
VA:Pr6.1.IIa	Make, explain, and justify connections between artists or artwork and social, cultural, and political history. Interpret intent and meaning in artistic work.

3. Responding

VA:Re.7.1.IIa	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. Apply criteria to evaluate artistic work.
VA:Re.7.2.IIa	Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.IIa	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

4. Connecting

VA:Cn10.1.IIa

Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. Synthesize and relate knowledge and personal experiences to make art

VA:Cn.11

Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

The following course goals derive from the 2016 Connecticut Common Core Visual Arts Standards: GRADE 9-12
https://portal.ct.gov/-/media/sde/arts/ccl_visual_arts_standards.pdf

1. Media

CCS.VA.9-12.1

Students will understand, select and apply media, techniques and processes.

CCS.VA.9-12.1.a

Apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized.

CCS.VA.9-12.1.b

Conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes.

CCS.VA.9-12.1.c

Communicate ideas consistently at a high level of effectiveness in at least one visual arts medium.

2. Elements and Principles

CCS.VA.9-12.2

Students will understand and apply elements and organizational principles of art.

CCS.VA.9-12.2.a

Judge the effectiveness of different ways of using visual characteristics in conveying ideas.

CCS.VA.9-12.2.b

Apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems.

3. Content

CCS.VA.9-12.3

Students will consider, select and apply a range of subject matter, symbols and ideas.

CCS.VA.9-12.3.a

Use, record and develop ideas for content over time.

CCS.VA.9-12.3.b	use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning
4. History and Culture CCS.VA.9-12.4	Students will understand the visual arts in relation to history and cultures.
CCS.VA.9-12.4.a	Analyze and interpret artworks in terms of form, cultural and historical context, and purpose.
CCS.VA.9-12.4.b	Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.
CCS.VA.9-12.4.c	Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.
5. Analysis, Interpretation and Evaluation CCS.VA.9-12.5	Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
CCS.VA.9-12.5.a	Research and analyze historic meaning and purpose in varied works of art.
CCS.VA.9-12.5.b	Reflect critically on various interpretations to better understand specific works of art.
CCS.VA.9-12.5.c	Defend personal interpretations using reasoned arguments.
CCS.VA.9-12.5.d	Apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content).
6. Connections CCS.VA.9-12.6	Students will make connections between the visual arts, other disciplines and daily life.
CCS.VA.9-12.6.a	Analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style.
CCS.VA.9-12.6.b	Compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines.
CCS.VA.9-12.6.c	Create and solve interdisciplinary problems using multimedia.
CCS.VA.9-12.6.d	Apply visual arts knowledge and skills to solve problems relevant to a variety of careers.

COURSE ENDURING UNDERSTANDINGS

The following course enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

Students will understand ...

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

COURSE ESSENTIAL QUESTIONS

The following course essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What factors prevent or encourage people to take creative risks?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- Why do artists follow or break from established traditions?
- How do artists and designers determine whether a particular direction in their work is effective?
- How do artists and designers learn from trial and error?
- How do artists and designers care for and maintain materials, tools, and equipment?
- Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?

- What role does persistence play in revising, refining, and developing work?
- How do life experiences influence the way you relate to art?
- What can we learn from our responses to art?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?

COURSE KNOWLEDGE & SKILLS

Students will know:

- o The essential artistic vocabulary
- o The elements and principles of art which aid in the act of visualization and implementation of their own body of work.
- o How to recognize the connection between the visual arts and daily lives
- o How emotions can be expressed through the visual arts
- o How to implement the techniques involved in the design and implementation of two-dimensional artworks
- o How to clearly articulate and analyze two-dimensional artworks and develop an ability to criticize works of their own and those of other artists.
- o How to identify the similarities and differences between historical and contemporary two-dimensional artworks.
- o How to identify the ethnic and cultural diversity in two-dimensional artworks world-wide.

Students will be able to:

- o Form an appreciation of drawing as a critical connection between art and life.
- o Form an appreciation of historical and contemporary two-dimensional artworks within the interconnected traditions of folk art, fine craft and fine art.
- o Demonstrate an increased familiarity with professional art studio practices.
- o Apply a working knowledge of a variety of artistic media and techniques.
- o Apply their knowledge of the elements and organizational principles of art to the drawing process.
- o Form an increased confidence in creative visualization, self-expression and personal artistic style in a visual art.
- o Create multiple two-dimensional works of art that visually convey the student's unique artistic style and expression.
- o Critique theirs and other's artwork, while being able to maturely take constructive criticism.

VISION OF THE GRADUATE

The Advanced Drawing and Illustration course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate through robotics tasks, teamwork, technical problem-solving, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students analyze visual problems and make decisions about composition, perspective, media selection, proportion, and how best to communicate ideas and evaluate multiple approaches and refine solutions. Students clearly explain artistic ideas, participate in critiques, and provide constructive feedback about drawings and creative processes.
Self - Efficacy	Through increasingly independent assignments and expanded choice in media and artistic approaches, students build confidence in their abilities, advocate for their artistic decisions, understand that artistic skills improve through effort and practice and recognize their capacity for success.
Critical Thinking & Problem Solving	Students analyze visual problems and make decisions about composition, perspective, media selection, proportion, how best to communicate ideas, evaluate multiple approaches and refine solutions.
Collaboration	Students work respectfully with classmates, share materials and studio space, engage in daily discussions, participate in oral peer critiques and provide constructive feedback; all of which contribute to a positive and productive classroom environment.
Growth Mindset	Students accept mistakes as part of the artistic process and understand that artistic growth occurs through and the development of skills through practice, revision, reflection and feedback.
Integrity	Students are expected to demonstrate honesty and authenticity in developing original artwork, take responsibility for effort, craftsmanship, and artistic choices and engage respectfully in critiques, and exhibit ethical conduct consistent with the district's core values.
Innovation	Students can generate original artistic ideas with the understanding that "the greatest artists often break with established traditions" in order to encourage creative risk-taking and new approaches.
Emotional Intelligence	Handles critique maturely by respecting diverse artistic styles and perspectives, interpreting and responding thoughtfully to their own work and the work of their peers, and encouraging peers in their creative growth. They also gain a deeper understanding as to how an artwork can elicit emotion and different viewpoints.

COURSE SYLLABUS

Course Name

Advanced Drawing & Illustration

Level

Advanced

Prerequisites

Successful completion of Visual Art & Design, Drawing, or Painting.

General Description of the Course

This advanced course will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work in form, function, and design. The course will include figurative representation and composition form; additional work will be in studies of media, visual techniques, and illustration, focusing students on engaging their audience and bringing them into a story.

Assured Assessments

Formative Assessments:

- Teacher Observation
- Provide one-on-one instruction offering guidance and suggestions.
- Peer Critiques
- Self-reflection

Summative Assessments

- Lesson-specific rubrics

Supplemental References

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from <https://www.nationalartsstandards.org>

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT:
Connecticut State Department of Education.

ASSURED ASSESSMENTS

	Formative	Summative
Unit 1	Teacher Observation One-on-one instruction offering guidance and suggestions. Critiques Self-reflection	Project-Specific Rubrics
Unit 2	Teacher Observation One-on-one instruction offering guidance and suggestions. Critiques Self-reflection	Project-Specific Rubrics

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Classes	Standards	Major Assessments
1	Drawing	45	National Core Arts Standards: VA:Cr2.1.IIa VA:Cr1.1.IIa VA:Cr3.1.IIa VA:Cn.11 Connecticut Common Core Visual Arts Standards: CCS.VA.9-12 CCS.VA.9-12.2	● High Contrast Portrait ● Enlargement Drawing ● Product Packaging ● Athlete in Motion ● 2-Point Perspective City ● Cumulative realistic observational drawing.
2	Illustration	45	National Core Arts Standards: VA:Cr2.1.IIa VA:Cr3.1.IIa VA:Pr5.1.IIa VA:Re.7.2.IIa VA:Cn10.1.IIa VA:Cn.11 Connecticut Common Core Visual Arts Standards: CCS.VA.9-12.5 CCS.VA.9-12.2	● Block Lettering/ Character Words ● Caricature ● Magazine Spread/ Layout ● Poster/Advertising Event ● Cumulative illustration project combining imagery and lettering.

UNIT 1

Advanced Drawing

Unit Goals

At the completion of this unit, students will:

VA:Cr2.1.1la Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr1.1.1la Individually or collaboratively formulate new creative problems based on the student's existing artwork.

VA:Cr3.1.1la Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of art.

VA:Cn.11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

CCS.VA.9-12.5 Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of art.

Unit Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How do artists and designers care for and maintain materials, tools, and equipment?
- What responsibilities come with the freedom to create?
- How will you use negative space to complement the positive objects while creating a dynamic composition?
- How will you use the elements and principles of art to create the illusion of 3 dimensions on a 2-D surface?

Key Vocabulary

Reflection	Execution	Form	Imagery	Composition
Artistic Media	Elements of art	Principles of Art	Visual Arts	Technique
Subject Matter	Process	Perception	Expression	Context
Content	Create	Assess	Art Criticism	Analysis
Aesthetics	Ratio	Vanishing Point	Symmetry	Positive-Negative
Proportion	Horizon	Perspective	Gesture	Contour

Unit Scope and Sequence

- Aesthetic Expression: creating a body of art purely for artistic expression and subjective interpretation
- Observational Drawing: using observation to properly convey three-dimensions on a two-dimensional application
- Human Proportion: using facial proportions and body proportions to accurately portray the human figure.
- Negative and positive space: use of positive and negative relationships to create dynamic compositions
- Creative Voice: creating pieces that continue to develop personal ideas as they relate to drawing.

Unit Assured Assessments

Formative Assessments

- Teacher Observation
- One-on-one instruction offering guidance and suggestions.
- Critiques
- Self-reflection

Summative Assessments:

- Project-specific rubrics

Rubrics:

High Contrast Portrait

Accurate proportion	20 pts	
Values		20 pts
Texture & detail	20 pts	
Effort	40 pts	

Enlargement Drawing

Composition	20 pts	
Values		20 pts
Texture & detail	20 pts	
Effort	40 pts	

Product Packaging

Technical accuracy/neat	20 pts
Detail	20 pts
Values	20 pts
Effort	40 pts

Athlete in Motion

Accurate proportion	20 pts
Composition	20 pts
Values/color	20 pts
Effort	40 pts

2-Point Perspective City

Technical accuracy/neat	20 pts
Detail	20 pts
Correct proportion/scale	20 pts
Effort	40 pts

Resources

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from <https://www.nationalartsstandards.org>

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

Core Artistic Media

- Graphite Pencils
- Charcoal
- Ink
- Colored pencils
- Pastel
- Marker
- Multi-Media paper

Time Allotment

- Approximately 45 days

UNIT 2

Advanced Illustration

Unit Goals

At the completion of this unit, students will:

VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.IIa Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress

VA:Pr5.1.IIa Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Re.7.2.IIa Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking. Synthesize and relate knowledge and personal experiences to make art

VA:Cn.11 Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

CCS.VA.9-12.5 Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.

CCS.VA.9-12.2 Students will understand and apply elements and organizational principles of art.

Unit Essential Questions

- How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
- What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

- How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?
- How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Key Vocabulary

Reflection	Execution	Form	Imagery	Composition
Artistic Media	Elements of art	Principles of Art	Visual Arts	Technique
Subject Matter	Process	Perception	Expression	Context
Content	Create	Assess	Art Criticism	Analysis
Aesthetics	Ratio	Vanishing Point	Symmetry	Positive-Negative
Proportion	Horizon	Perspective	Gesture	Contour
Typography	Caricature	Foreshortening	Branding	Focal Point

Unit Scope and Sequence

- Illustration art: creating a body of art that serves to clarify, explain, or visually accompany text, ideas, or concepts.
- Typography: manipulating letterforms, controlling composition and establishing visual hierarchy to communicate a message and evoke an emotional response
- Caricature: artistically interpret and deliberately exaggerate a person's specific physical features for comedic or satirical effect.
- Creative Voice: creating pieces that continue to develop personal ideas as they relate to drawing.

Unit Assured Assessments

Formative Assessments:

- Teacher Observation
- One-on-one instruction offering guidance and suggestions.
- Critiques
- Self-reflection

Summative Assessments

- Project-specific rubrics

Rubrics:

Block Lettering/ Character Words

Creativity/originality	20 pts
Appropriate colors	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Caricature

Exaggerated main features	20 pts
Values	20 pts
Detail & texture	20 pts
Effort	40 pts

Magazine Spread/ Layout

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Poster/ Advertising Event

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Resources

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from <https://www.nationalartsstandards.org>

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

Core Artistic Media:

- Graphite Pencils
- Colored Pencils
- Acrylic Paint
- Watercolor
- Ink
- Marker
- Canvas
- Multi-Media Paper

Time Allotment

- Approximately 45 days

CREDIT

One-half credit in Fine Arts
One class period daily for a half year

PREREQUISITES

Successful completion of Visual Art & Design, Drawing, or Painting

CURRENT REFERENCES

Fichner-Rathus, Lois. Foundations of Art and Design. 3rd ed., Wadsworth/Cengage Learning, 2012.

National Art Education Association. National Core Arts Standards: A Conceptual Framework for Arts Learning. National Coalition for Core Arts Standards, 2014.

National Coalition for Core Arts Standards. National Core Arts Standards: Visual Arts Anchor Standards. State Education Agency Directors of Arts Education, 2014. Retrieved from <https://www.nationalartsstandards.org>

Connecticut State Department of Education. Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Hartford, CT: Connecticut State Department of Education.

Connecticut State Department of Education. Connecticut Arts Learning Standards. Hartford, CT: Connecticut State Department of Education.

ASSURED STUDENT PERFORMANCE RUBRICS

Unit 1 Rubrics:

High Contrast Portrait

Accurate proportion	20 pts
Values	20 pts
Texture & detail	20 pts
Effort	40 pts

Enlargement Drawing

Composition	20 pts
Values	20 pts
Texture & detail	20 pts
Effort	40 pts

Product Packaging

Technical accuracy/neat	20 pts
Detail	20 pts
Values	20 pts
Effort	40 pts

Athlete in Motion

Accurate proportion	20 pts
Composition	20 pts
Values/color	20 pts
Effort	40 pts

2-Point Perspective City

Technical accuracy/neat	20 pts
Detail	20 pts
Correct proportion/scale	20 pts
Effort	40 pts

Unit 2 Rubrics:

Block lettering/Character Words

Creativity/originality	20 pts
Appropriate colors	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Caricature

Exaggerated main features	20 pts
Values	20 pts
Detail & texture	20 pts
Effort	40 pts

Magazine Spread/Layout

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

Poster/Advertising Event

Composition	20 pts
Appropriate images for theme	20 pts
Technical accuracy/neat	20 pts
Effort	40 pts

TPS Vision of the Graduate Rubric**Skill Rubric: Collaboration Gr 9-12 (rev. 2024)**

(Note: VOG Rubrics may be revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

____/
12

TPS Emotional Intelligence Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults.	Areas of Growth
	• Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Guitar 1

Grades 9-12

2026

(Last revision date: 2021)

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Guitar 1
Grades 9-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Guitar 1 is a half-year elective course offered by the Trumbull Public Schools Music Department. The course is designed for students interested in learning/refining the fundamentals of Guitar playing, alone and with others. Students will be encouraged to engage in song play and learning activities that build musical awareness, essential instrumental skills, repertoire and an understanding of the instrument and role of the guitar player in practical, musical situations. Through the study of songs and repertoire, students will experience/examine basic music theory and cultural/historical background of significant music, genres and people from the timeline of Guitar history. This creates a base of knowledge upon which students may build upon in future learning.

In accordance with the National and State Standards, Guitar students will be given opportunities to create connections through analysis, responding critically, creating/expressing, performing and communicating with others all as natural extensions of learning their instrument and music.

Students are encouraged to find enjoyment in the process of learning and making music, as to encourage lifelong learning. Students are also encouraged to appreciate music making as a form of physical activity and, for many, a form of meditation.

Students are offered a continuation of this learning in Guitar 2.

COURSE GOALS

The following Course Goals are derived from the 2021 National Core Arts Standards:
<https://www.nationalartsstandards.org/>

Students Will:

- Develop a playing style using correct posture, use of a plectrum and proper hand positions. *MU:Pr6.1.E.Ia*
- Gain understanding of the physical workings, properties and principles of the Guitar, as an instrument of music. *MU:Pr6.1.E.Ia*
- Learn the fundamentals of tuning, using a variety of methods. *MU:Pr6.1.E.Ia*
- Work towards recognizing and creating a “pleasing” tone through picking and strumming. *MU:Pr6.1.E.Ia*
- Develop the ability to echo rhythmic patterns accurately and translate into strum patterns. *MU:Pr4.1.E.5a*
- Develop the ability to play/use repeated strum patterns, chords and chord progressions, in song form. *MU:Pr4.1.E.5a*
- Develop their ability to read notated chord charts, diagrams and tablature. *MU:Pr4.2.E.5a*
- Understand the role of the guitar player in ensembles. *MU:Pr4.3.E.5a*
- Study chord accompaniment and melody: the skills needed to perform in each area and the differences between them. *MU:Pr6.1.E.Ia*
- Begin to develop an understanding of the evolution of the guitar and its musical journey through culture...genres, eras, artists, significant songs and technologies. *MU:Pr6.1.E.5b*
- Learn and perform repertoire that is significant culturally, educationally and in relation to the Guitar. *MU:Pr6.1.E.5b*
- Observe principles of science, as they occur/are demonstrated through sound, music and the guitar. *MU:Re9.1.E.5a*

Standards (shown above) defined:

MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Pr4.1.E.5a a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

COURSE ENDURING UNDERSTANDINGS

Students will understand ...

- Students will gain a deeper understanding and appreciation for the cultural importance of the Guitar - its connection to and impact on American and World culture.
- Students will understand that the Guitar community is filled with innovators of music, techniques or concepts.
- Students will understand that music is largely created with patterns.
- Students will understand that the guitar is a “rhythm section” instrument, whose role is often to provide accompaniments.
- Students will understand that the guitar is a versatile instrument, capable of performing chordal accompaniments and melody.
- Students will understand that the guitar is a versatile instrument, capable of performing many different genres of music.
- Students will understand that practice, repetition and awareness build actual skills, progress, and a sense of achievement.
- Students will understand that playing music is accessible, fun and social.
- Students will recognize that they are on their own “musical journey”, that can also be shared with others.

COURSE ESSENTIAL QUESTIONS

- How does the design of the guitar create multiple “roles” and responsibilities for a guitarist, especially in groups/ensembles?
- How can the historical and cultural context of a song/style of music inform the way it is played/performed?
- In what ways does the structure/form of music resemble basic principles of structure in the “physical” world (ex. Buildings, bridges, etc.)?
- How/why are patterns used and important in performing, measuring and analyzing music?
- What are some of the advantages/properties/abilities of the guitar that make it so versatile and valuable in the music world?

COURSE KNOWLEDGE & SKILLS

Students will know:

- Students will know and demonstrate good posture, proper hand positions and use of guitar picks.
- Students will know their finger numbers, string numbers and fret numbers.
- Students will know the names for the parts of the Guitar and their basic functions.
- Students will know multiple strumming patterns and use them repeatedly in song forms.
- Students will know what a chord progression is and will play many of them in songs.
- Students will know that throughout the history of the Guitar, there have been many great innovators and artists of great influence.
- Students will know how to play melodies, riffs and the pentatonic scale - and use them in song.
- Students will know that vibration is the root of all sound and will explore its properties, in many ways, through the Guitar.

Students will be able to:

- Students will be able to interpret chord diagrams, chord charts and tablature.
- Students will be able to locate chords in the key of G (G, E minor, C and D) and use them in song forms.
- Students will be able to locate other chords from the keys of C, D, E (Am, F, A, E, etc..) and use them in song forms.

- Students will be able to echo rhythmic strumming patterns accurately.
- Students will be able to switch chords efficiently through repetition, practice and routine.
- Students will be able to tune their instrument, using a variety of methods.
- Students will be able to play important repertoire from Guitar history, popular culture and classic composers.
- Students will be able to do basic analysis of chord progressions, using chord numbers.
- Students will be able to play alone and with others.
- Students will be able to identify music/guitar terminology- ex. Major/minor, chorus/verse, arpeggio/scale/chord, etc.
- Students will be able to make many cultural connections and intersections of the guitar and (popular) culture in the 1950's/1960's.
- Students will be able to observe scientific principles, as they occur in sound, music and on the Guitar. Study of frequency, reverberation, vibration, pitch/interval, etc.

VISION OF THE GRADUATE

The Guitar 1 course integrates the core competencies outlined in Trumbull Public Schools' Vision of the Graduate. In Guitar 1, students can cultivate and develop some of these competencies, behaviors and mindsets through music learning, skill building and group participation. Students self-reflect on learning new skills and their individual progress/achievement.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through musical performance, class discussions, written reflections, self-assessments, and collaborative song playing. They learn to interpret chord charts, tablature, and musical terminology while expressing musical ideas through accompaniment, melody, and ensemble participation.
Self - Efficacy	Students build confidence by learning new guitar skills progressively, setting personal goals, monitoring growth through rubrics and self-assessments, and demonstrating achievement in performance assessments. The course emphasizes that practice, repetition, and awareness lead to measurable progress and success.

Critical Thinking & Problem Solving	Students analyze chord progressions, identify patterns in music, tune instruments using multiple methods, connect music theory to performance, and explore scientific concepts such as vibration, frequency, and sound waves. Essential questions encourage students to make connections between music, culture, science, and everyday life.
Collaboration	Students regularly perform with others, participate in teacher-model/student-echo activities, accompany songs as an ensemble, engage in class discussions, and learn the role and responsibilities of a guitarist within a group setting. The course emphasizes that music is both social and shared
Growth Mindset	The curriculum stresses continuous improvement through practice, persistence, reflection, and skill refinement. Students are encouraged to view mistakes as part of the learning process and to recognize that musical ability develops over time through effort and dedication.
Integrity	Students demonstrate responsibility by caring for instruments and equipment, participating respectfully in rehearsals and discussions, providing honest self-assessments, and showing respect for diverse musical traditions, cultures, and historical contributions throughout guitar history.
Innovation	Students explore the Guitar's role in musical innovation by studying influential artists, technological developments, sound effects, amplification, and evolving musical styles. They are encouraged to experiment with tone, effects pedals, improvisation, and creative approaches to performance.
Emotional Intelligence	Students develop self-awareness through reflection on their musical growth and responses to music. The course explores music as a form of expression, meditation, and emotional connection while examining how music affects individuals and cultures, including discussions of music as a universal language and its impact on the brain.

COURSE SYLLABUS

Course Name

Guitar 1

Level

Grades 9-12

Prerequisites

None

General Description of the Course

Guitar 1 is an introductory elective course designed for students interested in learning the fundamentals of Guitar performance and musicianship. No prior experience is required.

Students will develop foundational Guitar skills including proper playing technique, tuning, chord playing, strumming patterns, melody playing, music reading, and ensemble performance. Through the study of songs, guitar history, music theory, science, and cultural connections, students will gain a deeper understanding of the Guitar as both a musical instrument and a cultural force.

Formative Assessments

- Daily participation
- Class activities
- Teacher observation
- Skill demonstrations
- Practice/Independent Learning routines
- Self-assessments and reflections

Summative Assessments

- Performance assessments/ Playing tests
- Skill demonstrations
- Written reflections and response activities
- Performances

Supplemental Texts

- o “Songmatics” book excerpts
- o Teacher-generated song and activity sheets
- o *Hal Leonard Guitar Method*, Book 1
- o Resources of interest: Links to informative/utility/exemplar websites- see References @ end of document

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Classes	Standards	Major Assessments
Unit 1	Getting Started: Guitar Essentials	15	National Core Arts Standards: MU:Pr4, MU:Pr5, MU:Pr6, MU:Re7, MU:Cn10	Individual performance assessment demonstrating posture, tuning, chord formation, strumming patterns, rhythm, and Gateway Songs; teacher performance rubric; self-assessment
Unit 2	Sound, Music, and the Guitar in Space and Science	10	National Core Arts Standards: MU:Re7, MU:Re8, MU:Re9, MU:Cn10, MU:Cn11	Written reflection on music as science and a universal language; class discussions; research/reflection activity; teacher observation
Unit 3	Single String Playing: Melody, Riffs, and the Blues Scale	20	National Core Arts Standards: MU:Pr4, MU:Pr5, MU:Pr6, MU:Cr2, MU:Cr3	Individual performance assessment demonstrating tablature reading, melody performance, riffs, power chords, and blues scale; final performance rubric; self-reflection

Unit	Formative Assessments	Summative Assessments
Unit 1: Getting Started Guitar Essentials	Daily participation Teacher observation Class activities Skill demonstrations Practice/independent learning routines Self-assessments using performance rubrics	Individual playing assessments of Gateway Songs and foundational guitar skills Performance rubric evaluating posture, chord knowledge, strumming, rhythm, and technique
Unit 2: Sound, Music, and the Guitar in Space and Science	Teacher observation during discussions and activities Participation in class discussions Skill demonstrations (electronic tuning, spelling up strings, new repertoire) Practice activities Ongoing feedback	Written reflection on music as a science and universal language Reflection evaluating students' understanding of sound, vibration, music, and cultural/scientific connections
Unit 3: Single String Playing – Melody, Riffs, and the Blues Scale	Daily participation Teacher observation Skill demonstrations Self-assessments using performance rubrics Practice routines and peer feedback	Individual performance assessment demonstrating chord accompaniment, melody playing, riffs, tablature reading, and power chords. Final performance rubric evaluating technical proficiency, musicality, rhythm, and overall performance

UNIT 1

Getting Started - Guitar Essentials

Unit Goals

At the completion of this unit, students will:

MU:Pr6.1.E.1a Understand proper posture/playing position, balance, use of plectrum and finger position.

MU:Pr6.1.E.1a Understand left hand finger numbers, string numbers and fret numbers.

MU:Pr6.1.E.1a Be able to identify the parts of the Guitar and their basic functions.

MU:Pr4.2.E.5a Be introduced to chord diagrams as a preferred method for learning chord shapes.

MU:Pr6.1.E.1a Be able to start tuning - first, “by ear” (orchestra tuning). This involves listening critically, matching pitch, locating appropriate tuners.

MU:Pr6.1.E.1a Be able to locate and finger G, C, D and E minor chords. (preliminary fingerings)

MU:Pr6.1.E.1a Be able to echo rhythmic strum patterns accurately, using chords.

MU:Pr6.1.E.1a Be able to reflect on and work towards creating a “pleasing” sound when strumming.

MU:Re7.1.E.5a Understand that Chuck Berry invented Rock n’ Roll on a guitar and that he was a very influential person. Noting that the 1950’s in America saw a massive growth in popularity of the (electric) guitar and Rock n Roll music.

MU:Pr4.2.E.5a Understand the definitions of “chord progression”, “harmonic rhythm” (simple structure) and “chord accompaniment”, and how these relate to the process of music/guitar learning.

MU:Pr4.1.E.5a Study the “harmonic rhythm” (simple structure) of every song they learn.

MU:Pr4.1.E.5a Be able to play chord accompaniments, using rhythmic strum patterns in chord progressions for 2/3 “Gateway songs”, in the key of G family chords/shapes.

Unit 1 Vocabulary:

- Chord
- Chord Progression
- Harmonic Rhythm (“Simple Strum”)
- Rhythm Section
- Accompaniment
- Capo
- Measure (Bar)
- Strum Pattern

Song Recommendations:

- Essential: “No Particular Place To Go” by Chuck Berry (also a 12-bar blues in G)
- Essential: “Stand By Me” by Ben E. King (in A, use of capo begins)
- “Blue Suede Shoes” (in A, use of capo)
- Popular songs in the key of G

Unit Essential Questions

- What are some other skills/activities (other than guitar playing) that “require” proper posture and “playing” positions? Is there any common characteristic of these activities...what?
- After applying skill/techniques to the guitar, what is your final criteria for assessing your musicality?
- Explain, through the use of examples from society/culture, the importance of patterns.
- Where do I need more work to achieve improved musicality/better sound? (i.e., rhythm, chord shapes, strum patterns, sound?) Why/how do I know that?
- How does “predicting” aid in the learning/performing of music?
How might this apply in other areas of life?

Unit Scope and Sequence

- Proper posture, playing position, instrument balance, finger position, use of plectrum.
- Finger numbers, string numbers and fret numbers.
- Parts of the Instrument, common language.

- Introduction to chord diagrams and the preliminary G chord.
- Introduction to chord strumming, strum patterns and Echo activities (teacher model/student echo) as class warmup.
- Introduce tuning- first, “by ear”. Students match pitch through critical listening, locate tuners and adjust.
- Introduce C (preliminary) and D (preliminary) chords and first “Gateway Song”, “No Particular Place To Go” by Chuck Berry.
- Discuss Chuck Berry’s influence as the inventor of Rock ‘n Roll. His formula was “Country + Blues = Rock n’ Roll”.
- Introduce the 1950’s in American culture, setting context for the music from which we will be learning.
- Introducing the E minor chord and the 2nd “Gateway Song”, “Stand By Me”- a universally popular song, containing the four main chords of the G key “family”.

* Capo may be introduced (if possible) at this point.

11. Begin process of playing song chord accompaniments with recordings, using varied pitch or speed accommodations.

Unit Assured Assessments

Formative:

-Students will be assessed through teacher observation on a continual basis, during activities, and offered immediate feedback.

-Students will be assessed through self-assessments, using rubrics to chart personal progress at the skills and songs presented in the Scope and Sequence.

Summative:

-Students will demonstrate progress and skills through short playing assessments, involving Gateway songs and essential skills. Teacher will mark progress on a rubric designed to reflect those skills presented/practiced.

Resources

Core

- “Songmatics” book excerpts
- Guitar Songbook 1
- Teacher-generated song and activity sheets
- *Hal Leonard Guitar Method, Book 1*

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

UNIT 2

Sound, Music and the Guitar in Space and Science

Unit Goals

At the completion of this unit, students will:

MU:Pr6.1.E.1a Continue/Increase skill building/refinement in the area of chord playing proficiency, song study and effective strumming...with additional repertoire (in the key of G and more).

MU:Re9.1.E.8a Understand that sound is rooted in sound waves, vibration and is measured in decibels and hertz.

MU:Re9.1.E.8a Understand that many principles of science exist, can be found and are demonstrated on the guitar and in the study of Music.

MU:Pr4.1.E.5a Understand that the guitar is a grid with a complex design with similarities to mazes and labyrinths.

MU:Pr4.1.E.5a Understand the music alphabet and be able to “spell” up strings- locating absolute pitch names for appropriate string/fret locations.

MU:Pr4.2.E.5a Be able to tune the guitar using a digital/electronic tuning devices (clip on tuners, tuning apps)

MU:Re7.1.E.5a Recognize that the 1950’s space race, the invention of Rock ‘n Roll, and the exploding popularity of the electric guitar took place at the same time and make connections.

MU:Re8.1.E.5a Understand that lyrics provide the story in songs- very important to guitarists, who provide accompaniment to those lyrics/melodies.

MU:Re9.1.E.5a Explore the idea of Music as a “universal language”.

MU:Pr6.1.E.1a Be able to recognize Elvis Presley as the “King of Rock n’ Roll” , his place in the timeline of music/guitar (1950’s) and his personal/professional background. Students will learn and play an Elvis song (recommended: “Blue Suede Shoes”)

MU:Re7.2.E.IIa Be able to identify chord progressions using chord numbers.

Unit 2 Vocabulary

- Frequency
- Hz (Hertz)
- Decibels (dB)
- Oscillation
- Cymatic
- Hard Science
- Soft Science
- Reverb (Reverberation)

Song Recommendations:

- “Blue Suede Shoes” by Elvis Presley
- “Rocket Man” by Elton John
- “Space Oddity” by David Bowie
- “Close Encounters: The Five Tones” by John Williams
- “The Planets” by Holst
- Other Recommended songs for continued chord accompaniment work: “Sweet Home Alabama”, “Sweet Child of Mine”, “Under the Boardwalk”, “Take Me Home Country Roads”, other Popular songs in Key of G, etc.)

Unit Essential Questions

- How can a performer’s personal sound on the Guitar be improved?
- Can I find examples from the “visible”/physical world that demonstrate physical behavior similar to the behavior of sound waves?
- How did the Space Race influence Rock ‘n Roll and the guitar?

- Rock ‘n Roll is a “hybrid” of country and blues music. What are other activities/skills/professions that create or use “hybrids”?
- In what ways are lyrics (in songs) important?

Scope and Sequence

1. Sound is vibration and sound waves and is measured in hertz and decibels.
2. Introduce tuning using electronic/digital tuners/tuning apps (based on vibration) and the open string absolute pitch names.
3. Introduce Cymatics - sound/music as a “see-able” vibration. Explore various shapes and its existence in architecture and sound science.
4. The guitar is a labyrinth. Study of labyrinths, MC Escher and the Escherian Stairwell.
5. Connect labyrinths to the layout of the guitar fingerboard. Introduce “spelling up strings” and the music alphabet. Students work on locating and identifying.
6. Make connections between the Space Race, the invention of Rock n’ Roll and the popularity of the guitar in the 1950’s/60’s.
7. Explore the Golden Record and its link to Chuck Berry/Rock n’ Roll.
8. Explore the idea of music as a “universal language” (using “The 5 Tones”, excerpts from Close Encounters of the Third Kind, music’s effect on Dementia patients).
9. Examine lyrics to songs related to space - “Rocket Man” by Elton John and “Space Oddity” by David Bowie. Discuss the importance/function of lyrics (provide the story) and why that is significant to guitar players, as accompanists.
10. Introduce Elvis Presley and his place/importance in the timeline of music/culture in the 1950’s/60’s.
11. Learn to play chord accompaniment to “Blue Suede Shoes” (or other Elvis song).

Assured Assessments

Formative:

-Students will be assessed through teacher observation of class participation in discussion and activities, on a continual basis and offered immediate feedback.

Demonstration of the acquisition of new skills:

- Tuning with electronic/digital tuner

- Spelling up strings
- Playing of new songs
- ... will be observed/recorded.

Summative:

Students will reflect on Music as a Science and universal language.

- 1) Do you believe that music is a science? Why or why not? If so, is it a hard or soft science?
- 2) Have your thoughts, perceptions or feelings about the depth/power of music and vibration expanded from anything we explored in class? Please explain your expansion. What impacted you most from what we explored? Why?

Resources

Core

- “Songmatics” book excerpts
- Teacher-generated song and activity sheets
- Hal Leonard Guitar Method, Book 1
- Guitar Songbook 1

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

UNIT 3

Single String Playing - Melody, Riffs and the “Blues” Scale

Unit Goals

At the completion of this unit, students will:

MU:Pr6.1.E.Ia Continue/Increase skill building/refinement in the area of chord accompaniment proficiency, song study and effective strumming...with additional repertoire.

MU:Pr6.1.E.Ia Be able to demonstrate proper posture/playing position, balance, use of plectrum and finger position.

MU:Pr6.1.E.Ia Be able to demonstrate knowledge of left hand finger numbers, string numbers and fret numbers.

MU:Pr4.1.E.5a Be able to interpret/read guitar tablature and translate into musical ideas on guitar.

MU:Pr4.2.E.5a Understand the definitions for “melody”, “riff” and “scale” and be able to recognize/identify them in musical examples.

MU:Re7.1.E.5a Be introduced to Andres Segovia- the “Godfather of the Guitar” and the sounds of Spanish classical guitar playing. This will include discussion/introduction of guitar type, playing position and finger style approach for classical guitarists.

MU:Pr6.1.E.Ia Be able to demonstrate/perform melodies on the guitar (from class sequence) with musicality.

MU:Pr6.1.E.Ia Be able to demonstrate/perform riffs (from class sequence) with musicality and incorporate into song form(s).

MU:Pr6.1.E.Ia Understand and be able to demonstrate relative tuning...another method of tuning the guitar.

MU:Pr6.1.E.1a Be Introduced to playing power chords and 2 “gateway” songs for learning. (Recommended: “Smells Like Teen Spirit” by Nirvana, “When I Come Around” by Green Day)

MU:Pr4.1.E.5a Understand that the internet/YouTube is an amazing resource for guitarists. Students will learn to navigate the internet for guitar tablature and video lessons (promoting independent/self-directed and possibly lifelong learning).

MU:Pr6.1.E.5a Understand “scale” as a musical device and playable form on guitar. The Pentatonic scale (“Blues” scale) and the Chuck Berry riff idea will be the focus of study.

Unit 3 Vocabulary:

- Melody
- Riff
- Scale
- Tablature (Tab)
- Octave
- Position

Song Recommendations:

- Melody sequence: “Happy Birthday”, “Frere Jacques”, “You Are My Sunshine”, “Ode To Joy”, “Star Wars” Main Theme, “The Godfather” Theme, “The Star Spangled Banner”, etc.
- Riff sequence: “Iron Man”, “7 Nation Army”, “Smoke on the Water”, “Peter Gunn” Theme, “Crazy Train”, “Beat It”, “Wipe Out”, etc.
- Power chord sequence: Smells Like Teen Spirit, When I Come Around, Eye of the Tiger, etc.
- “No Particular Place To Go” by Chuck Berry
- “Wipe Out” by the Ventures
- Other Recommended songs for continued chord accompaniment work: “Somewhere Over the Rainbow”, “Back in Black”, “Melt With You”, “American Pie”, “Purple Haze”, “Louie Louie”, “Can’t Help Falling in Love With You”, etc. and current/ Popular songs (in keys of G, C, D or E)

Unit Essential Questions

- How/Why might a balanced and comfortable playing position encourage “grace” or musicality in your playing and music?
- How does the term “ambassador” relate to Andres Segovia?
- What is the relationship between Chords and Melody in music?
- How do the different methods of tuning encourage different musical outcomes on the Guitar? Is there a “Best” way to tune?
- How can the learning of the Guitar be enhanced using outside resources? E.g., the internet

Scope and Sequence

1. Reinforce proper posture, playing position, instrument balance, finger position, use of plectrum.
2. A continued supplement of chord accompaniments/song play and learning- extending the skills that have been built throughout the semester.
3. Introduce single string playing and the terms “melody”, “riff”, and “scale”.
4. Explore their definitions, similarities/differences and examples of their occurrence in music.
5. Begin work on “Happy Birthday” and “Frere Jacques” - one and two string melodies.
6. Introduce Andres Segovia - the “Godfather of the Guitar”, an ambassador for the guitar. Listen to Spanish classical guitar music and explore the differences in guitar type, playing position and finger style approach.
7. Continue to learn melodies from the class melody sequence, throughout the unit.
8. Introduce Riffs- through demonstration and listening examples. Students begin work on “Iron Man” or other one string riff from Essential Riffs sequence.
9. Encourage students to use electric guitars and amplifiers in the guitar room. And briefly explore the topic of guitar effects pedals, encouraging students to utilize guitar effects, distortion, delay, reverb, to create new/different sounds.
10. Students review spelling up a string and are introduced to relative tuning -another method of tuning the guitar.
11. Students are introduced to a new, “moveable”, popular chord shape called a “power chord”. Students start building comfort/skill and learn to use power chords in song form(s).
12. Students are introduced to the Pentatonic/Blues scale and build familiarity through information, listening and learning on their instrument. Through this, we

introduce ideas of guitar “positions” and guitar solos. Students learn to play the “Chuck Berry Riff” (from “No Particular Place To Go”) as a musical example and point of reference.

Assured Assessments

Formative:

Students will be assessed through teacher observation on a continual basis, during activities, and offered immediate feedback.

Students will be assessed through self-assessments, using rubrics to chart personal progress at the skills and songs presented in the Scope and Sequence.

Summative:

- Students will demonstrate progress and skills, across skill sets (chord accompaniment, melody and riff), in final individual playing assessments.
- Teacher will mark progress/achievement on a rubric designed to reflect those skills presented/practiced/prepared.

Resources

Core

- “Songmatics” book excerpts
- Guitar Songbook 1
- Melodies notated - “Single String Melodies and Riffs’ resource in Resources folder
- Teacher-generated song and activity sheets
- Hal Leonard Guitar Method, Book 1

Supplemental

- Links to various websites/resources of interest- see References @ end of document

Time Allotment

- Approximately 4-6 weeks

CREDIT

.5 credit in Music
One semester class

PREREQUISITES

There are no prerequisites for this course.

CURRENT REFERENCES

Chris Russo. *SongMatics Songbook*. Teacher-created instructional resource.

Teacher-generated song and activity sheets.

Guitar 1 Songbook. Teacher-created instructional resource.

Hal Leonard Corporation. *Hal Leonard Guitar Method, Book 1*. Hal Leonard.

Fender. *Online Guitar Tuner*. <https://www.fender.com/online-guitar-tuner>. Accessed 26 June 2026.

Musicca. *Online Metronome*. <https://www.musicca.com/metronome>. Accessed 26 June 2026.

Szynalski. *Online Tone Generator*. <https://www.szynalski.com/tone-generator/>. Accessed 26 June 2026.

GuitarTuna by Yousician. *Online Guitar Tuner*. <https://yousician.com/guitartuna>. Accessed 26 June 2026.

YouTube instructional videos and performances, including:

- *Sound, Vibration, and the Guitar*
- *Cymatics*
- *Music and the Brain*
- *The Escherian Stairwell*
- *The Golden Record*
- *Guitar in Space and "Space Oddity"*
- *Rocket Man*
- *Music as a Universal Language*

- *Playing for Change: Stand By Me*
- Performances and documentaries featuring Elvis Presley
- Performances and masterclasses featuring Andrés Segovia

Google Images. *Labyrinths*. <https://www.google.com/search?q=labyrinths>. Accessed 26 June 2026.

M.C. Escher Foundation. *Official Website*. <https://mcescher.com/>. Accessed 26 June 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

See Resources Folder for pdfs of:

- Guitar Assessment Rubric
- Self-Assessment Rubric
- Reflection Questions at the end of each Unit.

Playing Assessment / Rubric for Guitarists

Student:

Date:

Song/Assessment Piece:

<u>Criteria</u>	<u>1 - Beginning</u>	<u>2 - Developing</u>	<u>3 - Competent</u>	<u>4 - Proficient</u>
Posture & Guitar Handling	Holds guitar incorrectly; poor posture affects playing.	Basic posture but inconsistent hand positioning.	Maintains good posture and hand placement most of the time.	Consistently demonstrates proper posture and relaxed technique.
Tuning the Guitar	Unable to tune independently.	Tunes with significant assistance.	Tunes accurately using a tuner with minimal help.	Tunes accurately and independently.
Chord Knowledge	Knows 0–2 basic chords.	Knows 3–5 basic chords.	Knows 6–8 common open chords.	Knows 8+ chords and transitions confidently between them.

Chord Transitions	Frequent pauses between chords.	Slow transitions with occasional interruptions.	Smooth transitions at a moderate tempo.	Quick, accurate transitions with consistent rhythm.
Strumming Technique	Strumming is uneven or inconsistent.	Basic strumming patterns with some errors.	Maintains steady rhythm on common patterns.	Uses multiple patterns with strong timing and control.
Rhythm & Timing	Often loses the beat.	Follows the beat inconsistently.	Maintains a steady beat most of the time.	Consistently plays in time with a metronome or accompaniment.
Single-Note Playing	Struggles to play individual notes clearly.	Plays simple melodies with some mistakes.	Plays basic melodies accurately.	Plays melodies cleanly with good control and accuracy.
Music Reading / Tablature	Cannot interpret tablature or chord charts.	Reads simple tabs or charts with assistance.	Reads basic tabs and chord charts independently.	Reads and follows tabs and charts fluently for beginner-level pieces.
Song Performance	Unable to complete a simple song.	Performs parts of a song with several mistakes.	Performs a complete beginner song with minor errors.	Performs multiple songs confidently and musically.
Practice Habits	Rarely practices.	Practices irregularly.	Practices consistently several times per week.	Maintains a regular practice routine and sets goals.

Optional Comments Section

Strengths:

Areas for Improvement:

Practice Goals for Next Assessment:

Guitar Self-Assessment

Name: _____

Date: _____

Song/Piece/Skill: _____

Performance Levels:

- **Mastery / Graceful** – Consistently accurate, confident, and musical.
- **Comfortable / Some Mistakes** – Generally successful with occasional errors.
- **Not Yet Comfortable / Many Mistakes** – Requires frequent support and practice.

Skill Area	Mastery / Graceful	Comfortable / Some Mistakes	Not Yet Comfortable/ Many Mistakes
Strum Patterns	☐	☐	☐
Chords	☐	☐	☐
Chord Progressions	☐	☐	☐
Melodies	☐	☐	☐
Riffs	☐	☐	☐
Rhythm & Steady Beat	☐	☐	☐

Reading Tablature (TAB)	☐	☐	☐
Reading Chord Notation/Charts	☐	☐	☐
Finger Placement & Technique	☐	☐	☐
Overall Sound Quality	☐	☐	☐

Reflection

What are my strengths as a guitarist?

Area(s) for Improvement

What skill would I most like to improve?

My Plan to Improve- What specific actions will I take?

OTHER RESOURCES

- See Resources Folder, which includes books, song sheets and assessments.
- Classroom musical equipment: Acoustic guitars, electric guitars, picks, strings, cops, amplifiers, cables, tuners, etc.

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	<u> </u> / 12

TPS Emotional Intelligence Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may be revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by... • Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. • Working with classmates cooperatively despite differences. • Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. • Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) • Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) • Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions • Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). • Building relationships despite differences (has friends with different abilities and backgrounds) • Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) • Accepting responsibility for actions after making a mistake • Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. • Handling setbacks and adapting when things don't go according to plan. • Following through with commitments showing reliability and trustworthiness with peers and adults. • Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

LIFETIME ACTIVITIES
GRADES 11–12

2026

Curriculum Writing Team

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LIFETIME ACTIVITIES

GRADES 11–12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Lifetime Activities is a one marking period class that can be taken by grade 11 or 12 students. This course provides students with opportunities to participate in a variety of individual, dual, recreational, and lifetime activities that promote lifelong health and wellness. Students refine movement skills, apply rules and strategies, monitor personal fitness, and evaluate their own performance while participating in activities that can be enjoyed beyond high school. Through student choice, collaboration, and self-reflection, students develop the knowledge, confidence, and motivation needed to maintain an active lifestyle throughout adulthood. Activities offered may include pickleball, badminton, table tennis, yard games, golf-based activities, volleyball and other recreational activities.

Lifetime Activities is a “selective” option for all 11th and 12th grade students. Students in grade 11 and 12 have the opportunity to choose from a number of “selectives” based on their own interests. This aligns with the 2024 national PE standards that emphasizes the goal of helping every student find their own path to a healthy and active lifestyle. Students are required to take one “selective” in both their junior and senior years. This will add to their credits already earned in previous years to meet the graduation requirements of the State of Connecticut and Board of Education.

This course was first offered in the 2025-2026 school year.

COURSE GOALS

The Physical Education 10 course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

Vision of the Graduate Competency	Alignment to Lifetime Activities Curriculum
Communication	Students communicate effectively with partners and teammates through active listening, using verbal and nonverbal communication, providing constructive feedback, explaining strategies, and demonstrating good sportsmanship during activities.
Self - Efficacy	Students build confidence in their ability to learn new skills, overcome challenges, and achieve personal goals through regular practice, self-reflection, and successful participation in a variety of lifetime activities.
Critical Thinking & Problem Solving	Students analyze game situations, apply strategies, solve movement challenges, and make informed decisions during individual, dual and team activities. They evaluate personal performance and adjust techniques and effort to improve success.
Collaboration	Students work cooperatively in pairs and groups to accomplish shared goals, solve challenges, practice skills, and participate successfully in lifetime activities while demonstrating respect and inclusion.
Growth Mindset	Students embrace challenges, learn from mistakes, seek and apply feedback, and recognize that effort, persistence, and practice lead to continuous improvement and lifelong learning.
Integrity	Students demonstrate honesty, fairness, responsibility, and ethical behavior by following rules, showing respect for others, practicing good sportsmanship, and making safe, responsible decisions during all activities.
Innovation	Students demonstrate creativity by developing strategies to solve challenges during activities and by designing their own mini golf course. Students also explore multiple ways to remain physically active throughout life and create a My Lifetime Activity Plan that supports lifelong wellness.
Emotional Intelligence	Students develop self-awareness, self-management, empathy, and relationship skills by managing emotions during competition, responding positively to feedback, resolving conflicts respectfully, and supporting the success and well-being of others.

The following course goals derive from the [2024 SHAPE America National Physical Education Standards](#). The standards are for grades 9-12.

Standard 1**Develops a variety of motor skills.**

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2**Applies knowledge related to movement and fitness concepts.**

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3**Develops social skills through movement.**

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
4.12.2	Selects and participates in physical activities that meet the need for social interaction.
4.12.3	Identifies and participates in physical activity that positively affects health.
4.12.4	Chooses and participates in physical activity based on personal interests.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.6	Sets and develops movement goals related to personal interests.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Lifetime physical activities promote lifelong health, wellness, and quality of life.
- Individuals are more likely to remain physically active when they participate in activities they enjoy.
- Safe participation requires proper skill, technique and knowledge of the rules, etiquette, communication, appropriate use of equipment, and responsible decision making.
- Leadership, collaboration, and sportsmanship contribute to positive experiences.
- Monitoring exercise intensity and adjusting effort improves both performance and safety.
- Physical activity supports emotional well-being and stress management throughout life.

COURSE ESSENTIAL QUESTIONS

- How can I choose physical activities that I will continue after high school?
- What makes an activity enjoyable enough to become part of a lifelong routine?
- How can I improve my performance through practice, self-reflection, and feedback?
- How does monitoring my effort improve both safety and performance?
- How do etiquette, leadership, and sportsmanship contribute to positive recreational experiences?
- How can physical activity support lifelong physical, mental, and emotional wellness?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .

- The rules, strategies, etiquette, and safety procedures associated with a variety of net and racket activities, yard and target games, and recreational and outdoor pursuits.
 - How regular participation in physical activity contributes to lifelong health, independence, and quality of life.
 - How to monitor exercise intensity to safely adjust effort.
 - The characteristics of effective teamwork, leadership, communication, sportsmanship, and respectful participation.
 - The importance of making safe and responsible decisions while participating in physical activities.
 - How personal interests, accessibility, community resources, cost, and lifestyle influence participation in lifelong physical activity.
 - Strategies for managing stress and supporting overall wellness through regular physical activity.
- Students will be able to . . .
 - Demonstrate proficiency in movement skills, proper technique and safe participation across a variety of net and racket activities, yard games, and recreational activities.
 - Apply appropriate strategies to improve performance in a variety of lifetime activities.
 - Analyze and refine movement patterns using teacher, peer, and self-assessment feedback.
 - Actively participate in a variety of lifetime activities, monitoring exercise intensity and adjusting effort appropriately.
 - Evaluate how participation in physical activity contributes to lifelong physical, mental, emotional, and social wellness.
 - Demonstrate self-management, perseverance, and adaptability while reflecting on personal performance and setting goals for continuous improvement.
 - Select physical activities that align with personal interests, abilities, and lifelong wellness goals.
 - Demonstrate leadership, teamwork, communication, sportsmanship, empathy, inclusion, and respect to foster collaboration, ensure safety, and promote positive participation in a variety of physical activity settings.

COURSE SYLLABUS

Course Name

Lifetime Activities

Level

11 & 12 “Selective”

Prerequisites

Successful completion of grades 9 & 10 Physical Education.

General Description of the Course

Lifetime Activities is a one marking period class that can be taken by grade 11 or 12 students. This course provides students with opportunities to participate in a variety of individual, dual, recreational, and lifetime activities that promote lifelong health and wellness. Students refine movement skills, apply rules and strategies, monitor personal fitness, and evaluate their own performance while participating in activities that can be enjoyed beyond high school. Through student choice, collaboration, and self-reflection, students develop the knowledge, confidence, and motivation needed to maintain an active lifestyle throughout adulthood. Activities offered may include pickleball, badminton, table tennis, yard games, golf-based activities, volleyball and other recreational activities.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Exit slips
- Self-reflections
- Skills checklist
- Peer assessments
- Mini Golf Course Design Project

Summative Assessments:

Summative assessments can include, but are not limited to:

- Quiz
- VOG rubrics
- My Lifetime Activity Plan

Supplemental Texts

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 3 July 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 3 July 2026.

- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 3 July 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 3 July 2026.

ASSURED ASSESSMENTS

	Formative	Summative
Unit 1	Daily Physical Education Grading Rubric	My Lifetime Activity Plan. VOG Rubrics
Unit 2	Daily Physical Education Grading Rubric	
Unit 3	Daily Physical Education Grading Rubric Mini Golf Course Design Project	

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Approx Weeks	Priority Standards	Assessments
1	Net & Racket Games	5	1.12.1, 2.12.1, 2.12.5, 2.12.9, 2.12.13, 3.12.2, 3.12.6, 3.12.7, 4.12.3	-Daily Physical Education Grading Rubric
2	Yard games	2	1.12.2, 2.12.2, 2.12.5, 2.12.9, 2.12.13, 3.12.6, 3.12.7, 4.12.4	-Daily Physical Education Grading Rubric
3	Recreational activities	3	1.12.1, 1.12.2, 2.12.1, 2.12.2, 2.12.5, 2.12.9, 2.12.13, 3.12.6, 3.12.7, 4.12.3, 4.12.7	-Daily Physical Education Grading Rubric -Mini Golf Course Design Project

UNIT 1

Net & Racket Games

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.12.12	Applies knowledge of rest when planning regular physical activity.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
3.12.3	Encourages and supports others through their interactions in a physical activity setting.

3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
4.12.2	Selects and participates in physical activities that meet the need for social interaction.
4.12.3	Identifies and participates in physical activity that positively affects health.
4.12.4	Chooses and participates in physical activity based on personal interests.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.6	Sets and develops movement goals related to personal interests.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 1 Vocabulary:

Activity-Specific Terms

- | | | |
|------------|-------------|---------------------|
| ● Serve | ● Smash | ● Spin |
| ● Fault | ● Bump | ● Kitchen |
| ● Let | ● Spike | ● Ready Position |
| ● Rally | ● Set | ● Follow-Through |
| ● Volley | ● Pass | ● Footwork |
| ● Forehand | ● Clear | ● Grip |
| ● Backhand | ● Drop Shot | ● Spatial Awareness |
| ● Deuce | ● Lob | |

Unit Essential Questions

- How do skill, strategy, and communication influence success in net and racket activities?
- How can proper technique improve performance and reduce injury risk?
- How can feedback and reflection improve movement performance?
- How can net and racket activities contribute to lifelong health and wellness?
- How can I continue participating in net and racket sports after high school?

Unit Scope and Sequence

- Safety and Game Etiquette
 - Proper use of equipment
 - Sportsmanship
 - Communication and collaboration
 - Decision making
 - Leadership
 - Spatial awareness and with rackets and paddles
- Personal Wellness
 - Benefits of lifelong physical activity
 - Emotional well-being
 - Stress management
 - Self-management
 - Growth mindset
 - Recreation and leisure opportunities
 - Developing an active lifestyle beyond high school
- Skill development
 - Ready position
 - Footwork & Lateral Movement
 - Agility and reaction time
 - Hand-eye coordination
 - Grip
 - Serving
 - Passing (bump/set)
 - Volleying

- Attacking
- Forehand & Backhand
- Lobbing
- Clear Shot
- Drop Shot
- Smash
- Drive Shot
- Spin(topspin/slice/backspin)
- Rules, scoring and strategy
- Net & Racket Games
 - Volleyball
 - Tennis
 - Pickleball
 - Badminton
 - Table tennis

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

Summative Assessments:

Summative assessments can include, but are not limited to:

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 8 July 2026.
- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 8 July 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 8 July 2026.

- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 8 July 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 8 July 2026.
- USA Pickleball. *Pickleball Educator Resources for Schools & Youth Programs*. USA Pickleball, <https://usapickleball.org/educators/>. Accessed 8 July 2026.
- USA Volleyball. Lesson Plans. USA Volleyball, <https://usavolleyball.org/resources-for-coaches/lesson-plans/>. Accessed 8 July 2026.

Time Allotment

- Approximately 5 Weeks

UNIT 2 Yard Games

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.12.12	Applies knowledge of rest when planning regular physical activity.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
3.12.3	Encourages and supports others through their interactions in a physical activity setting.
3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
4.12.2	Selects and participates in physical activities that meet the need for social interaction.
4.12.3	Identifies and participates in physical activity that positively affects health.

4.12.4	Chooses and participates in physical activity based on personal interests.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.6	Sets and develops movement goals related to personal interests.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 2 Vocabulary:

Activity-Specific Terms

- | | | |
|-------------|-------------|--------------------|
| ● Accuracy | ● Strike | ● Release |
| ● Precision | ● Volley | ● Follow-Through |
| ● Aim | ● Rally | ● Distance Control |
| ● Target | ● Serve | ● Trajectory |
| ● Toss | ● Placement | |

Unit Essential Questions

- How do strategy and accuracy influence success in yard games?
- Why are yard games valuable lifelong physical activities?
- How can communication and teamwork improve performance?
- How can I adapt my strategy based on changing game situations?
- How can I continue participating in yard games after high school?

Unit Scope and Sequence

- Safety and Activity Etiquette
 - Proper use of equipment
 - Sportsmanship
 - Communication and collaboration
 - Decision making
 - Spatial awareness during activities

- Personal Wellness
 - Benefits of lifelong physical activity
 - Emotional well-being
 - Stress management
 - Self-management
 - Growth mindset
 - Recreation and leisure opportunities
 - Developing an active lifestyle beyond high school
- Rules, scoring and strategy
- Skill Development
 - Throw
 - Catch
 - Deflecting
 - Strike
 - Accuracy
 - Force control
- Yard Games & Activities
 - Cornhole/Baggo
 - Spike ball
 - 4 Square
 - Kan Jam
 - Ramp shot
 - Fowling
 - Bocce
 - Washer toss
 - Ladder toss
 - Horse shoes
 - Shuffleboard
 - Ring toss
 - Disc bonk
 - Other teacher-selected yard games

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

Summative Assessments:

Summative assessments can include, but are not limited to:

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- Gopher Sport. *PE Universe*. Gopher Sport Blog, <https://blog.gophersport.com/pe-universe-on-gopher/>. Accessed 8 July 2026.
- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 8 July 2026.
- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 8 July 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 8 July 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 8 July 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 8 July 2026.

Time Allotment

- Approximately 2 Weeks

UNIT 3

Recreational Activities

Unit Goals

At the completion of this unit, students will:

Standard 1

Develops a variety of motor skills.

1.12.1

Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.

1.12.2

Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2

Applies knowledge related to movement and fitness concepts.

2.12.1

Demonstrates knowledge of tactics and strategies within lifetime sports & activities.

2.12.2

Demonstrates knowledge of tactics and strategies within recreational & backyard games.

2.12.5

Analyzes how health and fitness will impact quality of life after high school.

2.12.6

Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

2.12.9

Evaluates perceived exertion during physical activity and adjusts effort.

2.12.11

Discusses the benefits of a physically active lifestyle as it relates to young adulthood.

2.12.12

Applies knowledge of rest when planning regular physical activity.

2.12.13

Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3

Develops social skills through movement.

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).**
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.**
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.**
- 4.12.4 Chooses and participates in physical activity based on personal interests.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.6 Sets and develops movement goals related to personal interests.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).**
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9

Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 3 Vocabulary:

Activity-Specific Terms

- | | | |
|------------|---------|-----------------------|
| ● Grip | ● Swing | ● Par, birdie, eagle, |
| ● Stance | ● Putt | bogey |
| ● Aim | ● Chip | ● Follow-Through |
| ● Accuracy | ● Drive | ● Trajectory |

Unit Essential Questions

- How can recreational activities support lifelong physical, mental, and emotional health?
- How can I safely participate in recreational activities?
- How do personal interests influence lifelong participation in physical activity?
- How can I use physical activity to manage stress and improve overall wellness?
- How can I continue participating in recreational activities after high school?

Unit Scope and Sequence

- Safety and Activity Etiquette
 - Proper use of equipment
 - Sportsmanship
 - Communication and collaboration
 - Decision making
 - Leadership
 - Spatial Awareness with clubs and other equipment
- Personal Wellness
 - Benefits of lifelong physical activity
 - Emotional well-being
 - Stress management
 - Self-management
 - Growth mindset
 - Recreation and leisure opportunities
 - Developing an active lifestyle beyond high school
- Rules, scoring and strategy
- Skill Development
 - Throw
 - Catch
 - Bat/strike
 - kick
 - Grip
 - Stance
 - Aim

- Swing
- Follow through
- Putt
- Chip
- Drive
- Accuracy
- Force control
- Recreational Activities
 - Archery
 - Bowling
 - Golf-based activities
 - Mini-golf
 - Bucket golf
 - Disc golf
 - Chipping games/activities
 - Frisbee activities
 - Walking/hiking
 - Kickball
 - Wiffleball
 - Hacky sack
 - Other teacher-selected recreational activities

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections
- Mini Golf Course Design Project

Summative Assessments:

Summative assessments can include, but are not limited to:

- Vision of the Graduate Rubrics
- My Lifetime Activity Plan
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

- National Archery in the Schools Program. National Curriculum: “On Target for Life.” Grades 9–12. Revised 2025, National Archery in the Schools Program,

<https://files.naspschools.org/2382-Grades-9-12-NASP-2025-Curriculum.pdf>. Accessed 8 July 2026

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 8 July 2026.
- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 8 July 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 8 July 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 8 July 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 8 July 2026.

Time Allotment

- Approximately 3 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of grades 9 & 10 Physical Education.

CURRENT REFERENCES

- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, <https://shapeamerica.org/>. Accessed 8 July 2026.
- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., <https://sparkpe.org/curriculum/high-school-curriculum/>. Accessed 8 July 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric

OTHER RESOURCES

- Assessments
- Google Classroom
- Youtube
- Mini Golf Course Design Project Worksheet
- My Lifetime Activity Plan

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and	

			offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	<u> </u> / 12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE

- GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	● Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies ● <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> ● Follow jewelry expectations ● Punctuality: Arrive to class by the required time ● Students who do not participate: will receive a 0/20 for daily grade.				

- **Skipping class:** will result in a 0/20 daily grade and other possible consequences.
- **Cell phones are locked up**

TOTAL : ____/20 POINTS

Mini Golf Course Design Project Worksheet

Lifetime Activities – Grades 11 & 12

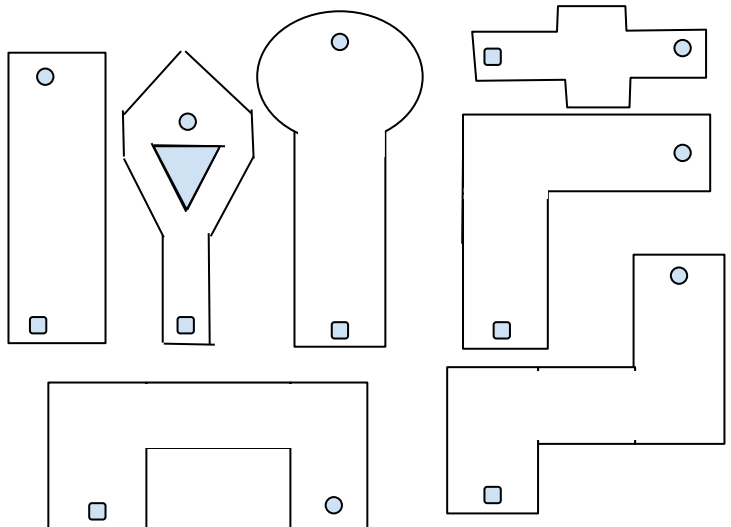
Project Overview

In this project, your group will collaborate to design and build one hole of a mini golf course for the class to play on. You will apply creativity, problem-solving, teamwork, and practice your golf skills to complete this project.



Your mini golf hole must be:

- **Playable** – The ball can be hit from start to finish.
- **Safe** – The ball must stay within your hole and no tripping hazards.
- **Creative** – Show fun ideas, have at least one obstacle or possibly an incline or slope.
- **Resourceful** – Use materials and PE equipment from the closet.



Materials		Possible Hole Layouts
Jump ropes	Small hurdles	
Pool noodles	Blue ping pong plastic nets	
Cones: small, medium and large	Kan Jam	
Bowling pins	Yoga blocks	
Bean bags	Hula hoops: medium and large	

Frisbees	Small 7 inch rings	
Baggo boards	Putt Thru arches: #1-9	
Small folding mats	Putt greens with flags: #1-9	
Pipeline tubes	Spikeball nets	
Boxes	Jenga blocks	

Directions:

Step 1: Get into small groups of 2-3 people.

Step 2: Brainstorm your mini-golf hole designs while including the following:

- Hole layout (Groups can use up to 4 yoga mats to design their hole.)
- Start point (tee area)
- Obstacles/barriers
- Target (hole or bucket)
- Direction of play
- Materials needed for your hole design.

Step 3: Sketch your design on the back of the paper.

Step 4: Gather your materials.

Step 5: Build, test and make adjustments to your design.

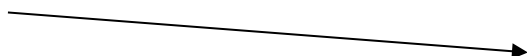
Step 6: Play the course.



Sketch your design below:

Include the following:

- Start point (tee area)
- Obstacles/barriers
- Target (hole or bucket)
- Direction of play
- Materials





Testing and Reflection

After you build your hole, test it and make adjustments if needed.

1. What worked well with your design?
2. What challenges did you face during construction or testing?
3. How did your group show collaboration and communication?
4. If you built it again, what would you improve?

Name: _____

Date: _____

Class: _____

My Lifetime Activity Plan

Lifetime Activities – Grades 11–12

Project Overview

One of the goals of this course is to help you discover physical activities that you can enjoy long after high school. This project will help you create a realistic plan for staying active by exploring activities that fit your interests, schedule, budget, and lifestyle.

Part 1: My Interests

1. What types of activities do you enjoy? *(Check all that apply.)*

- ☐ Competitive Sports
- ☐ Recreational Games
- ☐ Individual Activities
- ☐ Outdoor Adventures
- ☐ Fitness & Exercise
- ☐ Water Activities
- ☐ Strength Training
- ☐ Walking/Hiking
- ☐ Cycling
- ☐ Yoga/Pilates
- ☐ Dance
- ☐ Other: _____

2. What is most important to you when choosing an activity?

- ☐ Fun
- ☐ Socializing
- ☐ Stress Management
- ☐ Competition
- ☐ Improving Fitness
- ☐ Learning New Skills
- ☐ Spending Time Outdoors
- ☐ Low Cost
- ☐ Convenience
- ☐ Other: _____

Part 2: My Top Three Lifetime Activities

Complete the chart below.

Activity	Why I Chose It	Beginner, Intermediate, or Advanced?
1.		
2.		
3.		

Part 3: Community Connections

Choose **ONE** activity from Part 2 and research how you could participate after high school.

Activity Selected:

Where can you participate?

Facility, park, trail, recreation center, club, or league:

City/Town:

Equipment Needed

Estimated Cost

Equipment:

Membership or Admission:

Total Estimated Cost:

How often could you realistically participate?

- ☐ Daily
- ☐ 2–3 times per week
- ☐ Once per week
- ☐ Monthly
- ☐ Seasonally

Part 4: Benefits

List at least **three** benefits of participating in your selected activity.

Physical

Mental/Emotional

Social

Part 5: Possible Barriers

Everyone experiences obstacles that can make it difficult to stay active.

Complete the chart below.

Barrier	My Solution
Example: Bad weather	Exercise indoors or choose another activity

Possible barriers include:

- Time
- Weather
- Transportation
- Equipment
- Cost
- Skill level
- Motivation

Part 8: Reflection

Answer in complete sentences.

1. Why did you choose this lifetime activity?

2. Do you think this is an activity you could continue after high school? Explain why or why not.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Physical Education
Grade 9

2026

(Last revision date: 2014)

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Physical Education

Grade 9

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Physical Education 9 is a one marking period class that is required for grade 9 students. This course serves as an introduction to the high school physical education program and provides students with opportunities to participate in a variety of team-based activities.

This course's main emphasis is the development of fundamental skills and techniques. The course will also develop students' physical fitness and lifelong wellness habits while fostering teamwork, communication, sportsmanship, and personal responsibility. Through active participation, students build confidence, develop decision-making skills, engage in collaborative learning experiences and learn the value of maintaining an active and healthy lifestyle that supports success both inside and outside the classroom.

As the foundation of the high school physical education program, this course prepares students for more advanced “selective” and specialized physical education offerings in later grades. Students draw upon skills and concepts introduced in earlier physical education experiences while expanding their understanding of fitness principles, game strategy, cooperation, and self-improvement. Instruction is designed to meet students at varying ability levels and encourage continuous growth through skill and fitness development, and reflective practice.

This course is a revision of Physical Education Grades 9-12 from 2014.

COURSE GOALS

The Physical Education 9 course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate with teammates during drills and game play, use sport-specific vocabulary, provide constructive feedback, and demonstrate active listening to collaborate effectively and resolve conflicts.

Self - Efficacy	Students build confidence by developing movement skills, setting personal goals, reflecting on their progress, and demonstrating increased independence and responsibility in physical activity settings.
Critical Thinking & Problem Solving	Students analyze game situations, apply offensive and defensive strategies, make decisions under pressure, evaluate their own performance, and adapt tactics to improve individual and team success.
Collaboration	Through cooperative activities and team sports, students learn to work toward shared goals, fulfill different roles, encourage peers, and value the contributions of others while demonstrating teamwork and sportsmanship.
Growth Mindset	Students are encouraged to embrace challenges, persist through setbacks, accept feedback, and recognize that consistent practice and effort lead to improvement in skills, fitness, and performance.
Integrity	Students demonstrate honesty, fairness, respect, and accountability by following rules, practicing good sportsmanship, using equipment responsibly, prioritizing safety, and treating teammates and opponents with respect.
Innovation	Students explore multiple strategies for success, modify tactics based on changing game situations, develop creative solutions to challenges, and apply movement concepts in new and varied physical activity settings.
Emotional Intelligence	Students develop self-awareness and self-management by regulating emotions during competition, demonstrating empathy toward others, managing stress appropriately, resolving conflicts respectfully, and reflecting on how physical activity influences their emotional well-being.

Additional core Course Goals are further derived from the following [2024 SHAPE America National Physical Education Standards](#). The standards are for grades 9-12.

Standard 1

Develops a variety of motor skills.

- | | |
|--------|--|
| 1.12.1 | Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. |
| 1.12.2 | Demonstrates activity-specific movement skills in a variety of recreational and backyard games.. |
| 1.12.8 | Demonstrates appropriate technique in skill-related fitness training. |

Standard 2**Applies knowledge related to movement and fitness concepts.**

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.
- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3**Develops social skills through movement.**

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
4.12.2	Selects and participates in physical activities that meet the need for social interaction.
4.12.3	Identifies and participates in physical activity that positively affects health.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Physical activity contributes to lifelong health, wellness, and quality of life.
- Regular participation in physical activity promotes physical, mental, social, and emotional well-being.
- Skills and habits developed through physical education prepare students for lifelong participation in physical activity.
- Developing movement skills and fitness concepts enhances performance and confidence in a variety of physical activities.
- Effective communication, cooperation, and sportsmanship are essential for success in physical activity settings.
- Safety, responsible decision making, and proper use of equipment are critical components of participation in physical activity.
- Individual differences, interests, and abilities influence participation and enjoyment in physical activity.

COURSE ESSENTIAL QUESTIONS

- How does regular physical activity contribute to lifelong health and wellness?
- How do movement skills and fitness concepts improve performance and participation?

- What qualities define effective teamwork, leadership, and sportsmanship? How can you demonstrate these in class?
- Why is safety and responsible decision making important during physical activity?
- How do communication and collaboration contribute to success in physical activity settings?
- How can physical activity support emotional well-being and stress management?
- How do personal interests and experiences influence participation in physical activity after high school?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - Rules, strategies, and terminology associated with a variety of team activities.
 - Proper techniques and safety procedures related to physical activity and equipment use.
 - The benefits of regular physical activity on physical, emotional, and social health.
 - The components of effective teamwork, communication, and sportsmanship.
 - Strategies for stress management and emotional regulation during physical activity.
- Students will be able to . . .
 - Actively participate in a variety of team games.
 - Demonstrate fundamental movement skills and activity-specific techniques.
 - Apply strategies and tactics during game play and physical activities.
 - Participate safely and responsibly in a variety of physical activities.
 - Communicate effectively and collaborate with peers during physical activities.
 - Demonstrate leadership, respect, and sportsmanship in a variety of settings.
 - Analyze performance and make adjustments to improve skill execution.
 - Reflect on personal growth and identify factors that influence lifelong participation in physical activity.
 - Apply problem-solving and critical thinking skills in team activities.

COURSE SYLLABUS

Course Name

Physical Education 9

Level

Grade 9

Prerequisites

None

General Description of the Course

Physical Education 9 is a one marking period class that is required for grade 9 students. This course serves as an introduction to the high school physical education program and provides students with opportunities to participate in a variety of team-based activities.

This course's main emphasis is the development of fundamental skills and techniques. The course will also develop students' physical fitness and lifelong wellness habits while fostering teamwork, communication, sportsmanship, and personal responsibility. Through active participation, students build confidence, develop decision-making skills, engage in collaborative learning experiences and learn the value of maintaining an active and healthy lifestyle that supports success both inside and outside the classroom.

As the foundation of the high school physical education program, this course prepares students for more advanced “selective” and specialized physical education offerings in later grades. Students draw upon skills and concepts introduced in earlier physical education experiences while expanding their understanding of fitness principles, game strategy, cooperation, and self-improvement. Instruction is designed to meet students at varying ability levels and encourage continuous growth through skill and fitness development, and reflective practice.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading Rubric
- Skills checklist
- Exit slips
- Self-reflections
- Peer assessments

Summative Assessments:

Summative assessments can include, but are not limited to:

- Quiz
- VOG rubrics

Supplemental Texts

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 24 June 2026.

- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 24 June 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 24 June 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 24 June 2026.

ASSURED ASSESSMENTS

	Formative	Summative
Unit 1		

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Approx. Weeks	Priority Standards	Assessments
1	Team Activities	10	1.12.1, 1.12.2, 2.12.6, 2.12.13 3.12.2, 3.12.6, 3.12.7,	Skills Assessment Rules, Safety, Strategies, and Sportsmanship Assessment, TPS Collaboration VOG Rubric, TPS Growth Mindset Rubric, Daily Physical Education Grading Rubric

UNIT 1

Team Activities

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games..
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.12.12	Applies knowledge of rest when planning regular physical activity.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2	Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
3.12.3	Encourages and supports others through their interactions in a physical activity setting.
3.12.4	Implements and provides feedback to improve performance without prompting from the teacher.
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
3.12.8	Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
4.12.2	Selects and participates in physical activities that meet the need for social interaction.
4.12.3	Identifies and participates in physical activity that positively affects health.
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 1 Vocabulary:

- Locomotor skills
- Non-locomotor skills
- Manipulative skills
- Technique
- Offensive strategy
- Defensive strategy
- Positioning
- Transition
- Sportsmanship
- Perseverance
- Self-control
- Decision making

Unit Essential Questions

- How does regular physical activity contribute to lifelong health and wellness?
- How do movement skills and fitness concepts improve performance and participation?
- What qualities define effective teamwork, leadership, and sportsmanship? How can you demonstrate these in class?
- Why is safety and responsible decision making important during physical activity?
- How do communication and collaboration contribute to success in physical activity settings?
- How can physical activity support emotional well-being and stress management?
- How do personal interests and experiences influence participation in physical activity after high school?

Unit Scope and Sequence

- Safety and game etiquette
 - Personal safety
 - Equipment use
 - Sportsmanship
 - Communication and collaboration
 - Decision making
 - Spatial awareness
- Fitness and skill development
- Rules and scoring
- Positions
- Game strategies
 - Offensive strategies
 - Defensive strategies
- Team based sports and activities
 - Basketball

- o Ultimate football/frisbee
- o Flag football
- o Volleyball
- o Soccer
- o Floor hockey
- o Invasion games
- o Team handball
- o Other team based activities.

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
- The Daily Physical Education grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.

Summative Assessments:

Summative assessments can include, but are not limited to:

- VOG
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.
- Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

Supplemental

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 24 June 2026.
- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 24 June 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 24 June 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 24 June 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 24 June 2026.

Time Allotment

- Approximately 10 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

None

CURRENT REFERENCES

- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, <https://shapeamerica.org/>. Accessed 24 June 2026.
- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 24 June 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric

OTHER RESOURCES

- Assessments
- Google Classroom
- Youtube

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

 /
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	● Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies ● <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> ● Follow jewelry expectations ● Punctuality: Arrive to class by the required time ● Students who do not participate: will receive a 0/20 for daily grade.				

- | | |
|--|--|
| | <ul style="list-style-type: none">• Skipping class: will result in a 0/20 daily grade and other possible consequences.• Cell phones are locked up |
|--|--|

TOTAL : ____/20 POINTS

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Physical Education

Grade 10

2026

(Last revision date: 2014)

Curriculum Writing Team

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Physical Education

Grade 10

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Physical Education 10 is a one marking period class that is required for grade 10 students. This builds upon the knowledge, skills, and activities introduced in Grade 9 while placing a greater emphasis on improving and maintaining physical fitness. Students continue to participate in a variety of individual, dual, team, and lifetime activities that reinforce movement competency, personal responsibility, and collaboration. Through active engagement, students develop the confidence and skills needed to pursue healthy, physically active lifestyles both during high school and beyond.

As the second course in the high school physical education sequence, Physical Education 10 provides opportunities for students to refine previously learned skills while challenging themselves to set personal fitness goals and monitor their progress. This course also prepares students for more advanced “selective” and specialized physical education offerings in grades 11 and 12.

A key component of the sophomore curriculum is participation in the Connecticut Physical Fitness Assessment, which allows students to evaluate their current fitness levels, identify areas for improvement, and understand the importance of lifelong health-related fitness. The course encourages students to take ownership of their well-being, make informed decisions about physical activity, and recognize the value of regular exercise as an essential part of a healthy lifestyle.

This course is a revision of Physical Education Grades 9-12 from 2014.

COURSE GOALS

The Physical Education 10 course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students cultivate throughout the course as follows:

Vision of the Graduate Competency	Alignment to Physical Education 10 Curriculum
Communication	Students communicate effectively with teammates during fitness, team and lifetime activities, use activity-specific vocabulary, provide constructive feedback, and demonstrate active listening to promote cooperation, safety, and successful participation.
Self - Efficacy	Students build confidence by analyzing fitness assessment data, setting personal goals, monitoring progress, developing movement skills, and demonstrating increased independence, responsibility and self-management during physical activities.
Critical Thinking & Problem Solving	Students analyze game situations, apply offensive and defensive strategies, evaluate fitness performance, make decisions under pressure, and adjust tactics, effort and training plans to improve individual and team outcomes.
Collaboration	Through cooperative activities and team sports, students work toward shared goals, assume a variety of roles, encourage peers, and demonstrate teamwork, leadership, and sportsmanship while recognizing the contributions of others.
Growth Mindset	Students embrace challenges, persist through setbacks, seek and apply feedback, and recognize that consistent effort, practice, and perseverance lead to improvements in fitness, skills, and overall performance.
Integrity	Students demonstrate honesty, fairness, respect, and accountability by following rules, practicing good sportsmanship, making safe and responsible decisions, using equipment appropriately, and treating teammates and opponents with respect.
Innovation	Students apply creativity and adaptability by exploring multiple movement solutions, modifying strategies based on changing situations, solving movement challenges, and designing personal fitness goals and plans that support continued improvement.
Emotional Intelligence	Students develop self-awareness and self-management by regulating emotions during physical activity, demonstrating empathy and respect toward others, resolving conflicts appropriately, managing stress through physical activity, and reflecting on how movement contributes to their emotional well-being.

The following course goals derive from the [2024 SHAPE America National Physical Education Standards](#). The standards are for grades 9-12.

Standard 1

Develops a variety of motor skills.

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 1.12.2 Demonstrates activity-specific movement skills in a variety of recreational and backyard games.
- 1.12.5 Demonstrates appropriate technique in cardiovascular training.
- 1.12.6 Demonstrates appropriate technique in muscular strength and endurance training.
- 1.12.7 Demonstrates appropriate technique in flexibility training.
- 1.12.8 Demonstrates appropriate technique in skill-related fitness training.

Standard 2

Applies knowledge related to movement and fitness concepts.

- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
- 2.12.2 Demonstrates knowledge of tactics and strategies within recreational & backyard games.
- 2.12.5 Analyzes how health and fitness will impact quality of life after high school.
- 2.12.6 Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
- 2.12.7 Applies the principles of exercise in a variety of self-selected lifetime physical activities.
- 2.12.8 Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
- 2.12.9 Evaluates perceived exertion during physical activity and adjusts effort.

- 2.12.11 Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
- 2.12.12 Applies knowledge of rest when planning regular physical activity.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3

Develops social skills through movement.

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4

Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
4.12.6	Sets and develops movement goals related to personal interests.
4.12.7	Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
4.12.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Developing and maintaining physical fitness requires consistent effort, goal setting, and self-reflection.
- Applying proper techniques and movement principles improves performance and reduces the risk of injury.
- Participation in a variety of physical activities helps individuals discover lifelong interests that support overall wellness.
- Effective communication, teamwork, leadership, and respect contribute to positive and successful physical activity experiences.
- Monitoring personal fitness data, including assessment results, can guide informed decisions about health and fitness.
- Physical activity supports physical, mental, emotional, and social well-being throughout life.
- Safe participation, responsible decision-making, and appropriate use of equipment are essential in all physical activity settings.
- Personal improvement is measured by growth, effort, and perseverance rather than comparison with others.

COURSE ESSENTIAL QUESTIONS

- How can I use feedback to improve my movement skills and fitness?
- Which physical activities best match my interests and personal goals?
- How can I improve and maintain my physical fitness over time?
- How can fitness assessments and goal setting help improve physical performance and personal well-being?
- How do movement skills, strategies, and fitness concepts enhance participation and success in physical activities?
- What role do teamwork, communication, leadership & sportsmanship play in successful physical activity?
- Why are safety, responsible decision making, and proper technique important during physical activity?
- How do collaboration, critical thinking, and problem solving contribute to success in team activities and fitness challenges?
- How can physical activity support emotional well-being and stress management?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - The health-related components of fitness, including cardiovascular endurance, muscular strength, muscular endurance, and flexibility.
 - The purpose and components of the Connecticut Physical Fitness Assessment.
 - Principles of training, including frequency, intensity, time, and type (FITT).
 - Strategies for setting and achieving personal fitness goals.
 - Rules, terminology, and strategies associated with a variety of individual, dual, team, and lifetime activities.
 - Proper techniques and safety procedures related to physical activity and equipment use.
 - The benefits of regular physical activity for lifelong physical, mental/emotional, and social health.
 - The importance of effective teamwork, collaboration, leadership, sportsmanship, and constructive feedback.
 - Strategies for regulating emotions through physical activity.
 - The importance of reflection and self-assessment in improving performance and promoting lifelong wellness.
- Students will be able to . . .
 - Participate actively and safely in a variety of physical activities
 - Demonstrate proper techniques during fitness assessments and skill-related activities.

- o Analyze personal fitness data and establish goals for maintenance or improvement.
- o Apply principles of training to develop and maintain physical fitness.
- o Evaluate exercise intensity and adjust effort appropriately.
- o Demonstrate activity-specific movement skills and apply rules and strategies during game play.
- o Communicate effectively and collaborate with peers during physical activities.
- o Demonstrate leadership, respect, and sportsmanship in a variety of settings.
- o Provide constructive feedback to peers and make adjustments to improve skill execution.
- o Reflect on personal performance and identify factors that influence lifelong participation in physical activity.
- o Apply critical thinking and decision-making skills during fitness challenges and physical activities.
- o Demonstrate self-management and emotional control while participating in activities.

COURSE SYLLABUS

Course Name

Physical Education 10

Level

Grade 10

Prerequisites

Successful completion of Physical Education 9

General Description of the Course

Physical Education 10 is a one marking period class that is required for grade 10 students. This builds upon the knowledge, skills, and activities introduced in Grade 9 while placing a greater emphasis on improving and maintaining physical fitness. Students continue to participate in a variety of individual, dual, team, and lifetime activities that reinforce movement competency, personal responsibility, and collaboration. Through active engagement, students develop the confidence and skills needed to pursue healthy, physically active lifestyles both during high school and beyond.

As the second course in the high school physical education sequence, Physical Education 10 provides opportunities for students to refine previously learned skills while challenging themselves to set personal fitness goals and monitor their progress. This course also prepares students for more advanced “selective” and specialized physical education offerings in grades 11 and 12.

A key component of the sophomore curriculum is participation in the Connecticut Physical Fitness Assessment, which allows students to evaluate their current fitness levels, identify areas for improvement, and understand the importance of lifelong health-related fitness. The course encourages students to take ownership of their well-being, make informed decisions about physical activity, and recognize the value of regular exercise as an essential part of a healthy lifestyle.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- o Daily Physical Education Grading Rubric
- o Fitness logs
- o Exit slips
- o Self-reflections
- o Skills checklist
- o Peer assessments
- o Rate of Perceived Exertion(RPE)

Summative Assessments:

Summative assessments can include, but are not limited to:

- Connecticut Physical Fitness Assessment
- Personal fitness improvement plan
- Quiz
- Vision of the Graduate Rubrics

Supplemental Texts

- Connecticut State Department of Education. Physical Education – Test Administrator's Manual. State of Connecticut, <https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual>. Accessed 29 June 2026.
- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 29 June 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 29 June 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 29 June 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 29 June 2026.

ASSURED ASSESSMENTS

	Formative	Summative
Unit 1	Fitness pre-test Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	CT Physical Fitness Assessment
Unit 2	Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	
Unit 3	Daily Physical Education Grading Rubric Rate of Perceived Effort(RPE)	

Scope, Timing, Standards, and Assessments Overview

Unit	Title	# Approx. Weeks	Priority Standards	Assessments
1	Physical Fitness	4	1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.9, 3.12.3, 4.12.3	CT Physical Fitness Assessment, Personal Fitness Plan Rate of Perceived Effort(RPE)
2	Team Activities	3	1.12.1, 1.12.2, 2.12.1, 2.12.9, 3.12.2, 3.12.6, 4.12.8	Skills Assessment Game Play Evaluation Rate of Perceived Effort(RPE)
3	Lifetime Activities	3	1.12.1, 1.12.2, 2.12.1, 2.12.2, 2.12.9, 3.12.3, 4.12.3	Skills Assessment Self-reflection Assessment of rules, scoring and strategy Rate of Perceived Effort(RPE)

UNIT 1
Physical Fitness

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.5	Demonstrates appropriate technique in cardiovascular training.
1.12.6	Demonstrates appropriate technique in muscular strength and endurance training.
1.12.7	Demonstrates appropriate technique in flexibility training.
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.5	Analyzes how health and fitness will impact quality of life after high school.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.8	Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.12.12	Applies knowledge of rest when planning regular physical activity.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3**Develops social skills through movement.**

3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

3.12.3 Encourages and supports others through their interactions in a physical activity setting.

3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.

3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).

3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.

Standard 4**Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**

4.12.2 Selects and participates in physical activities that meet the need for social interaction.

4.12.3 Identifies and participates in physical activity that positively affects health.

4.12.4 Chooses and participates in physical activity based on personal interests.

4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.

4.12.6 Sets and develops movement goals related to personal interests.

4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).

4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.

4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 1 Vocabulary:

Health-Related Fitness

- Cardiovascular endurance
- Muscular strength
- Muscular endurance
- Flexibility

Skill-Related Fitness

- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Exercise Principles

- FITT Principle
- Recovery
- Warm-up
- Cool-down
- Pacing
- Rate of perceived effort(RPE)

Personal Fitness

- Goal setting
- Self-assessment
- Fitness plan
- Personal best
- Reflection

Safety and Social Skills

- Sportsmanship
- Leadership
- Feedback
- Collaboration
- Motivation

Unit Essential Questions

- Why is physical fitness an important part of lifelong health and well-being?
- How can I safely improve my cardiovascular endurance, muscular strength, muscular endurance, flexibility, and skill-related fitness?
- How can fitness assessments and personal data help me establish meaningful goals?
- What role do teamwork, encouragement, and leadership play in fitness settings?
- How do personal interests and lifestyle choices influence long-term participation in physical activity?
- How can I create a fitness plan that supports my goals beyond high school?
- How can I evaluate my exercise intensity and adjust my effort to safely and effectively improve my fitness?

Unit Scope and Sequence

- Introduction to Physical Fitness
 - Dynamic warm-ups
 - Rate of Perceived Effort(RPE)
 - Connecticut Physical Fitness Assessment preparation
 - Review and practice proper form and techniques
 - Pre-test
- Goal Setting and Fitness Planning
- Various fitness activities and circuits with focus on:
 - Cardiovascular Fitness
 - Muscular Strength & Endurance
 - Flexibility
 - Skill-Related Fitness
- Connecticut Physical Fitness Assessment
 - Fitness assessment
 - Reflection

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Develop a personal fitness plan incorporating cardiovascular fitness, muscular strength, muscular endurance, and flexibility training.
- Rate of Perceived Effort(RPE)

Summative Assessments:

Summative assessments can include, but are not limited to:

- Connecticut Physical Fitness Assessment
- Analyze personal fitness assessment results and identify strengths and areas for improvement.
- VOG
 - Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

Core

- **Connecticut State Department of Education.** *Physical Education – Test Administrator's Manual*. State of Connecticut, <https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual>. Accessed 29 June 2026.

Supplemental

- **Kansas State Department of Education.** *PE Kansas: Lesson Builder for Grades 9–12*. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 29 June 2026.
- **OPEN Physical Education Curriculum.** *9–12 High School Modules*. Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 29 June 2026.
- Connecticut Physical Fitness Assessment recording sheets
- Connecticut Physical Fitness Assessment online recording spreadsheet
- The PRE Scale (Rate of Perceived Effort)
- Fitness worksheets for goals and reflection

Time Allotment

- Approximately 4 Weeks

UNIT 2

Team Activities

Unit Goals

At the completion of this unit, students will:

Standard 1	Develops a variety of motor skills.
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
1.12.2	Demonstrates activity-specific movement skills in a variety of recreational and backyard games..
1.12.8	Demonstrates appropriate technique in skill-related fitness training.
Standard 2	Applies knowledge related to movement and fitness concepts.
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports & activities.
2.12.2	Demonstrates knowledge of tactics and strategies within recreational & backyard games.
2.12.6	Establishes a goal and creates a practice plan to improve performance for a self-selected skill.
2.12.9	Evaluates perceived exertion during physical activity and adjusts effort.
2.12.11	Discusses the benefits of a physically active lifestyle as it relates to young adulthood.
2.12.12	Applies knowledge of rest when planning regular physical activity.
2.12.13	Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
Standard 3	Develops social skills through movement.

- 3.12.1 Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.**
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).**
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.**
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 2 Vocabulary:

Social Skills

- Sportsmanship
- Leadership
- Collaboration
- Cooperation
- Motivation
- Respect
- Teamwork

Strategy

- Offensive Strategy
- Defensive Strategy
- Transition
- Communication
- Spacing
- Decision making
- Rate of Perceived Exertion (RPE)

Unit Essential Questions

- How do communication and teamwork improve performance?
- How do offensive and defensive strategies influence success?
- What qualities define effective leadership and sportsmanship?
- How do critical thinking and problem solving contribute to game play?
- How can participation in team activities support lifelong wellness?
- How can I recognize when to increase or decrease my effort during team activities to improve performance while maintaining safe participation?

Unit Scope and Sequence

- Safety and game etiquette
 - Personal safety
 - Equipment use
 - Sportsmanship
 - Communication and collaboration
 - Decision making
- Skill development
 - Passing
 - Receiving
 - Shooting
 - Serving
 - Dribbling
 - Movement pattern

- Rules and scoring
- Team strategies
 - Offensive concepts
 - Defensive concepts
 - Spacing
 - Positioning
 - Transition play
- Team activities
 - Main Activities
 - Basketball
 - Volleyball
 - Ultimate football/frisbee
 - Flag football
 - Other Possible Activities
 - Floor hockey
 - Team handball
 - Soccer
 - Invasion games
 - Cooperative activities

Unit Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Rate of Perceived Effort(RPE)
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

Summative Assessments:

Summative assessments can include, but are not limited to:

- Vision of the Graduate Rubrics
- Students will/may take an assessment designed to evaluate knowledge of rules, safety, strategies, positions, teamwork and sportsmanship.

Resources

Supplemental

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 29 June 2026.

- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 29 June 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 29 June 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 29 June 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 29 June 2026.

Time Allotment

- Approximately 3 Weeks

UNIT 3

Lifetime Activities

Unit Goals

At the completion of this unit, students will:

Standard 1

Develops a variety of motor skills.

1.12.1

Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.

1.12.2

Demonstrates activity-specific movement skills in a variety of recreational and backyard games.

Standard 2

Applies knowledge related to movement and fitness concepts.

2.12.1

Demonstrates knowledge of tactics and strategies within lifetime sports and activities.

2.12.2

Demonstrates knowledge of tactics and strategies within recreational & backyard games.

2.12.6

Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

2.12.9

Evaluates perceived exertion during physical activity and adjusts effort.

2.12.11

Discusses the benefits of a physically active lifestyle as it relates to young adulthood.

2.12.12

Applies knowledge of rest when planning regular physical activity.

2.12.13

Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).

Standard 3

Develops social skills through movement.

3.12.1

Demonstrates awareness of other people's emotions and perspectives in a physical activity setting.

- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.**
- 3.12.4 Implements and provides feedback to improve performance without prompting from teacher.
- 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.
- Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.**
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.
- 4.12.3 Identifies and participates in physical activity that positively affects health.**
- 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.
- 4.12.7 Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).
- 4.12.8 Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting.
- 4.12.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

Unit 3 Vocabulary:

Personal and Social Skills

- Sportsmanship
- Collaboration
- Self-management
- Stress management

Activity-Specific Terms

- Intensity
- Pacing
- Technique
- Grip
- Stance/ready position
- Accuracy

Lifetime Fitness

- Lifetime activity
- Physical literacy
- Recreation
- Leisure
- Mindfulness
- Active lifestyle
- Rate of Perceived Exertion (RPE)

Unit Essential Questions

- How can participation in lifetime activities contribute to lifelong health and wellness?
- How do individual interests influence participation in physical activity after high school?
- How can physical activity support stress management and emotional well-being?
- What skills and habits promote lifelong participation in physical activity?
- How do personal goals and self-reflection contribute to physical and emotional growth?
- How can I monitor and adjust my effort during lifetime activities to support lifelong health, enjoyment, and continued participation?

Unit Scope and Sequence

- Safety and Activity Etiquette
 - Personal safety
 - Proper use of equipment
 - Sportsmanship
 - Communication and collaboration
 - Decision making
- Personal Wellness
 - Benefits of lifelong physical activity
 - Emotional well-being
 - Stress reduction
 - Recreation and leisure opportunities
 - Developing an active lifestyle beyond high school

- Rules, scoring and strategy
- Skill Development
 - Pacing and intensity
 - Ready position/stance
 - Grip
 - Serve
 - Strokes
- Lifetime Activities
 - Main Activities:
 - Pickleball
 - Badminton
 - Backyard games
 - Cornhole
 - Spike ball
 - 4 square
 - Kan Jam
 - Ramp shot
 - Other Possible Activities
 - Mini golf/bucket golf
 - Fowling
 - Bocce
 - Table tennis
 - Tennis
 - Disc golf
 - Hiking/walking
 - Recreational games

Unit Assured Assessments

Formative Assessments:

- Daily Physical Education Grading rubric
 - The Daily Physical Education Grading rubric will assess students' preparation, participation, application of knowledge and skills, sportsmanship and safety.
- Rate of Perceived Effort(RPE)
- Skill checklists
- Peer assessments
- Exit slips
- Self-reflections

Summative Assessments:

Summative assessments can include, but are not limited to:

- Students will/may take an assessment designed to evaluate knowledge of rules, safety, etiquette, movement concepts, stress management strategies, and the benefits of lifelong physical activity.
- Students will be assessed in accordance with the Trumbull Public Schools Vision of the Graduate standards.

Resources

- PE Central. “High School Lesson Ideas.” *PE Central*, 2025, <https://www.pecentral.org/lessonideas/middlehigh/highschoolideas.asp>. Accessed 24 June 2026.
- PE Kansas. Lesson Builder: Grades 9–12. PE Kansas, <https://www.pe-kansas.com/lesson-builder/9-12>. Accessed 24 June 2026.
- PhysEdGames. *PhysEdGames*, YouTube, n.d., <https://www.youtube.com/@physedgames>. Accessed 24 June 2026.
- OPEN Physical Education Curriculum. “9–12 High School Modules.” OPEN Physical Education Curriculum, Varsity University, <https://open.varsityuniversity.org/9-12-high-school-modules/>. Accessed 24 June 2026.
- The Physical Educator. “PE Games.” The Physical Educator, <https://www.thephysicaleducator.com/pe-games>. Accessed 24 June 2026.

Time Allotment

- Approximately 3 Weeks

CREDIT

.25 credit in Physical Education
One marking period class

PREREQUISITES

Successful completion of Physical Education 9

CURRENT REFERENCES

- **Connecticut State Department of Education.** *Physical Education – Test Administrator's Manual*. State of Connecticut, <https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual>. Accessed 29 June 2026.
- **SHAPE America.** *SHAPE America: Society of Health and Physical Educators*. SHAPE America, <https://shapeamerica.org/>. Accessed 24 June 2026.
- **SPARK PE.** *High School Physical Education Curriculum Program*. SPARK, n.d., sparkpe.org/curriculum/high-school-curriculum/. Accessed 24 June 2026.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Board of Education Collaboration Rubric
- Trumbull Board of Education Growth Mindset Rubric
- Daily Physical Education Grading rubric
- Standards for Health-Related Fitness Zones
- Rate of Perceived Exertion(RPE)

OTHER RESOURCES

- Assessments
- Google Classroom
- Youtube

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024)
 Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

____/
12

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by... ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Daily Physical Education Grading Rubric

	0 points Unacceptable	1 point Needs Improvement	2 points Working towards Goal	3 points Proficient	4 points Exemplary (Above & Beyond)
Preparation for Class -Student is prepared for class by changing into PE clothes (see Dress Code Policy) that are different than what was worn to school -Student is wearing sneakers that are in accordance to the dress policy	Student never	Student rarely	Student sometimes	Student usually	Student always
Participation -Actively participates all parts of the lesson (warm-ups, main activity, etc) -Follows verbal cues and demonstrations -Effort consistently reflects moderate to vigorous activity level -Student participated in all class activities/drills/games	Student never	Student rarely	Student sometimes	Student usually	Student always
Application of Knowledge & Skills -Demonstrates proper skill mechanics consistently -Applies strategy to game play when applicable -Demonstrates an understanding of game/activity rules & scoring	Student never	Student rarely	Student sometimes	Student usually	Student always
Sportsmanship -Student is respectful and cooperative to others during the lesson -Demonstrates ethical, fair and polite behavior -Displays a positive attitude toward circumstances	Student never	Student rarely	Student sometimes	Student usually	Student always
Safety -Student follows safety considerations during the entire lesson. -Student follows teachers directions and class rules during the entire lesson. -Student responds immediately to directions. -Student maintains self-control throughout the lesson. -Student demonstrates respect for equipment. -Student follows rules regarding jewelry and gum.	Student never	Student rarely	Student sometimes	Student usually	Student always
BASIC EXPECTATIONS	• Preparation: Students are expected to wear activity clothing that meets the PE & Board of Education Policies • <u>FAILURE TO WEAR SNEAKERS RESULTS IN THE STUDENT EARNING A 0/20 FOR THE DAY DUE TO THE INABILITY TO PARTICIPATE IN CLASS SAFELY!</u> • Follow jewelry expectations • Punctuality: Arrive to class by the required time • Students who do not participate: will receive a 0/20 for daily grade. • Skipping class: will result in a 0/20 daily grade and other possible consequences. • Cell phones are locked up				

TOTAL : ____/20 POINTS

Standards for Health-Related Fitness Zones

I = Needs Improvement Zone (does not meet health-related standard)
 F = Health Fitness Zone (meets health-related standard)
 H = High Fitness Performance Zone (exceeds health-related standard)

Boys

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90° Push-Ups			Curl-Ups		
Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H
8	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:30*	12:30-10:00*	<10:00*	0-7	8		0-4	5-13	>13	0-5	6-20	>20
9	0-22*	23-61*	>61*	0-29*	30-80*	>80*	>12:00*	12:00-9:30*	<9:30*	0-7	8		0-5	6-15	>15	0-8	9-24	>24
10	0-22	23-61	>61	0-29	30-80	>80	>11:30	11:30-9:00	<9:00	0-7	8		0-6	7-20	>20	0-11	12-24	>24
11	0-22	23-72	>72	0-29	30-94	>94	>11:00	11:00-8:30	<8:30	0-7	8		0-7	8-20	>20	0-14	15-28	>28
12	0-31	32-72	>72	0-41	42-94	>94	>10:30	10:30-8:00	<8:00	0-7	8		0-9	10-20	>20	0-17	18-36	>36
13	0-40	41-83	>83	0-53	54-108	>108	>10:00	10:00-7:30	<7:30	0-7	8		0-11	12-25	>25	0-20	21-40	>40
14	0-40	41-83	>83	0-53	54-108	>108	>9:30	9:30-7:00	<7:00	0-7	8		0-13	14-30	>30	0-23	24-45	>45
15	0-50	51-94	>94	0-66	67-123	>123	>9:00	9:00-7:00	<7:00	0-7	8		0-15	16-35	>35	0-23	24-47	>47
16	0-60	61-94	>94	0-79	80-123	>123	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17	0-60	61-106	>106	0-79	80-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47
17+	0-71	72-106	>106	0-93	94-138	>138	>8:30	8:30-7:00	<7:00	0-7	8		0-17	18-35	>35	0-23	24-47	>47

Girls

Age	20-meter PACER			15-Meter PACER			One-Mile Run/Walk			Sit-and-Reach			90° Push-Ups			Curl-Ups		
Zone	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H
8	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-10:00*	<10:00*	0-8	9		0-4	5-13	>13	0-5	6-20	>20
9	0-6*	7-41*	>41*	0-8	9-54*	>54*	>12:30*	12:30-9:30*	<9:30*	0-8	9		0-5	6-15	>15	0-8	9-22	>22
10	0-6	7-41	>41	0-8	9-54	>54	>12:30	12:30-9:30	<9:30	0-8	9		0-6	7-15	>15	0-11	12-26	>26
11	0-14	15-41	>41	0-18	19-54	>54	>12:00	12:00-9:00	<9:00	0-9	10		0-6	7-15	>15	0-14	15-29	>29
12	0-14	15-41	>41	0-18	19-54	>54	>12:00	12:00-9:00	<9:00	0-9	10		0-6	7-15	>15	0-17	18-32	>32
13	0-22	23-51	>51	0-29	30-67	>67	>11:30	11:30-9:00	<9:00	0-9	10		0-6	7-15	>15	0-17	18-32	>32
14	0-22	23-51	>51	0-29	30-67	>67	>11:00	11:00-8:30	<8:30	0-9	10		0-6	7-15	>15	0-17	18-32	>32
15	0-31	32-51	>51	0-41	42-67	>67	>10:30	10:30-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
16	0-31	32-61	>61	0-41	42-80	>80	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
17	0-40	41-61	>61	0-53	54-80	>80	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35
17+	0-40	41-72	>72	0-53	54-94	>94	>10:00	10:00-8:00	<8:00	0-11	12		0-6	7-15	>15	0-17	18-35	>35

*Indicates experimental performance standard, based on expert opinion

6/11/09

THE RPE SCALE (Rate of Perceived Exertion)

How hard are you working right now?



MAX EFFORT (RPE 9-10)

- **How it feels:** Complete exhaustion. Your muscles are burning, and your heart is pounding.
- **The Talking Test:** Impossible to speak. You are strictly gasping for air.
- **Activities:** 50-meter all-out sprint, max weightlifting lift, or the final seconds of a PACER test.



HARD / INTENSE (RPE 7-8)

- **How it feels:** Heavy breathing and sweating. You are pushing your limits but can maintain it for a short time.
- **The Talking Test:** You can only gasp out **one or two words** at a time (e.g., "Pass... ball!").
- **Activities:** Fast-paced soccer/basketball scrimmages, uphill running, or high-intensity interval training (HIIT).



VIGOROUS / MODERATE (RPE 5-6)

- **How it feels:** Your heart rate is up, you are warm, and you are breathing deeply, but you feel completely in control.
- **The Talking Test:** You can only speak in **short, broken sentences**. No long stories!
- **Activities:** Steady jogging, continuous lap swimming, or active dynamic warm-ups.



LIGHT ACTIVITY (RPE 3-4)

- **How it feels:** Very comfortable. Your body is moving, but you do not feel strained or tired.
- **The Talking Test:** You can easily maintain a **full conversation** without catching your breath.
- **Activities:** Walking, practicing sport-specific skills (like shooting free throws), or dynamic stretching.



REST / VERY EASY (RPE 1-2)

- **How it feels:** Little to no effort. Your breathing is completely regular.
 - **The Talking Test:** You can easily **sing a song** or talk effortlessly.
 - **Activities:** Sitting at a desk, standing in line, or doing a static cool-down stretch.
-



PE Pro-Tip for High Schoolers:

Listen to your body, not your neighbor. An RPE of 7 looks completely different for everyone. Fitness is a personal journey—track *your* effort to crush *your* goals!

How an RPE of 7 looks different across individuals based on specific fitness variables:

1. Cardiovascular Fitness Levels [\[1\]](#)

- **The Trained Athlete:** For a varsity cross-country runner, an RPE of 7 might look like sprinting at a 6-minute-per-mile pace up a steep hill.
- **The Beginner:** For a student who is just starting their fitness journey, an RPE of 7 might look like power-walking or a light jog at a 14-minute-per-mile pace. [\[1, 2, 3\]](#)
- *Both students are working equally hard and gaining the exact same health benefits, even though their speeds are miles apart.*

2. Biomechanics and Genetics

- **Body Mechanics:** A student with longer legs inherently covers more ground per stride. At an RPE of 7, they will naturally move faster than a shorter classmate putting in the exact same amount of effort. [\[1\]](#)
- **Muscle Composition:** Some individuals naturally possess more fast-twitch muscle fibers (built for power/sprinting), while others have more slow-twitch fibers (built for endurance). A natural sprinter will find a long-distance run much more taxing, hitting an RPE of 7 at a much slower speed than a natural endurance runner. [\[1, 2, 3\]](#)

3. Strength and Experience

- **In the Weight Room:** Imagine two students are instructed to bench press at an RPE of 7 (meaning they can only complete about 3 more reps before total failure).
- **Student A (Experienced):** May need to load 135 pounds onto the barbell to hit that level of difficulty.
- **Student B (Beginner):** May hit that exact same feeling of muscle fatigue using just a pair of 15-pound dumbbells. [\[1, 2\]](#)

4. Daily Variable "Bio-Feedback" (The Same Person Changes Daily)

An RPE of 7 can even look different for the **same person** from one day to the next based on lifestyle factors: [\[1\]](#)

- **Sleep & Stress:** If a student only slept 4 hours or is stressed about an exam, their body has fewer resources. A slow jog that felt like an RPE 4 last week might feel like a grueling RPE 7 today. [\[1\]](#)
- **Hydration & Nutrition:** Skipping breakfast or being dehydrated forces the heart to work harder to pump blood. The student will hit their RPE 7 threshold much faster and at a lower speed than on a day they are well-fueled.