

# Seymour Public Schools

Physical Education is an integral and vital part of the general education program that significantly contributes to the total growth and development of each student, primarily through movement experiences. It is unique because it provides a balance of activities that reflect and challenge the diverse needs of students in the psychomotor, cognitive and affective domains.

The physical education program at the high school level is designed to provide students with a wide variety of activities including lifetime/leisure games and activities, invasion games, striking games, and net games. The main focus is to develop fitness and to encourage physical activity not only during physical education class, but as an integral part of a healthy lifestyle. The program aims to educate students to be healthy and active throughout their lives. At the high school level, through an exposure approach, students are provided the opportunity to enhance their physical, emotional, intellectual and social growth.

The program at the high school integrates physical, cognitive, psychological and social aspects into the physical education program. Scientific evidence has concluded that there is a strong correlation between physical fitness and school performance. A “physically educated person values the concept of an active lifestyle and understands the health benefits associated with physical activity.

**Note:** During the middle school years, students refine the basic motor skills and movement patterns learned in our elementary schools into more specific sports related skills and strategies. By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment.

# Seymour Public Schools

## Grade 9 & 10 Physical Education Curriculum

### Unit 1: Invasion Games

Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum. Invasion games include sports where the ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area. These games are the most strategic types of activities with many transferable skills.

### Unit 2: Net Games

Net/wall Games are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. Students further their knowledge of each sport by studying rules and strategies. They also participate in strength/fitness training to enhance their performance level in each sport.

### Unit 3: Striking Games

The main concept behind striking/fielding games is when a person is on offense, he/she is striking an object and when a person is on defense, he/she is fielding an object. Striking/fielding games are to teach fundamental skills such as catching, throwing, running and striking. The three types of skills involved in striking/fielding games are locomotor, non-locomotor, and manipulative skills. Locomotor skills involve players being able to run, jump, and leap. Non-locomotor skills involve stretching, bending, and reaching for an object. Manipulative skills involve players being able to send an object (both by throwing and by striking it), receive (catch) an object, and retain (and run with) an object.

### Unit 4: Lifetime Games

Lifetime activities are activities in which participants work individually with their own equipment and monitor their own behavior, movements and physical expenditure. Participants could also interact with others in these activities.

# Seymour Public Schools

<b>Grade:</b> <b>Unit</b>	<b>Subject:</b> Physical Education <b>Pacing:</b> September - November (**subject to change) **Please note: all “pacing” throughout this curriculum coincides with weather and gym space, respectfully. <b>Unit Theme:</b> <b>Invasion Games</b>
<b>Overarching Standards</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● Motor Skill Performance</li> <li>● Applying Concepts and Strategies</li> <li>● Engaging in Physical Activity</li> <li>● Physical Fitness</li> <li>● Responsible Behavior</li> <li>● Benefits of Physical Activity</li> </ul>
<b>Enduring Understandings</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● Repetition of proper technique leads to improvement</li> <li>● You must know what your body is doing</li> <li>● Fit people engage in physical activity on a regular basis</li> <li>● Fitness is a process, not a product</li> <li>● Behaving well is as important as playing well</li> <li>● The best choices for you, fit who you are and what you need</li> </ul>
<b>Essential Questions</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● What different ways can the body move given a specific purpose during invasion activities?</li> <li>● How can I move effectively and efficiently during invasion activities?</li> <li>● What can I do to be physically active during invasion activities, and why is this important?</li> <li>● Why is it important to be physically fit and how can I stay fit?</li> <li>● How do I interact with others during invasion activities?</li> <li>● How will learning invasion activities help me now and in the future?</li> </ul>
<b>Priority Standards</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>● Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</li> </ul>

6/15/2017 Physical Education

The numbering sequence correlates to the state numbers to ensure alignment.

# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● Participate regularly in physical activity.</li> <li>● Achieve and maintain a health-enhancing level of physical fitness.</li> <li>● Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>● Value physical activity for health, enjoyment, challenge, self expression and/or social interaction.</li> </ul>
<p><b>Supporting Standards</b></p>	<p><b>CT Content Standard 9</b></p> <ul style="list-style-type: none"> <li>● H (high school).9.1. Maintain and further develop the fundamental movement skills in open environments</li> <li>● H.9.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</li> <li>● H.9.3. Use complex movements and patterns within a variety of dynamic environments</li> <li>● H.9.4. Develop advanced skills in selected physical activities</li> <li>● H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities</li> </ul> <p><b>CT Content Standard 10</b></p> <ul style="list-style-type: none"> <li>● H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</li> <li>● H.10.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</li> </ul> <p><b>CT Content Standard 11</b></p> <ul style="list-style-type: none"> <li>● H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</li> <li>● H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</li> <li>● H.11.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</li> <li>● H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level</li> </ul> <p><b>CT Content Standard 12</b></p> <ul style="list-style-type: none"> <li>● H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</li> </ul>

# Seymour Public Schools

	<p><b>CT Content Standard 13</b></p> <ul style="list-style-type: none"> <li>● H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</li> <li>● H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</li> <li>● H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</li> <li>● H.13.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same</li> </ul> <p><b>CT Content Standard 14</b></p> <ul style="list-style-type: none"> <li>● H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</li> <li>● H.14.2. Use physical activity as a means of creative expression</li> <li>● H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</li> <li>● H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth</li> <li>● H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest</li> </ul>
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<p><b>Performance Expectations</b></p> <p><b>(Student Outcomes)</b></p>	<p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates competency in 1 or more specialized skills in health-related fitness activities.</li> <li>● Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net and wall games, target games, aquatics and/or outdoor pursuits appropriately.</li> <li>● Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</li> <li>● Creates a practice plan to improve performance for a self-selected skill.</li> <li>● Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</li> </ul>
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# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.</li> </ul> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates competency in 2 or more specialized skills in health-related fitness activities.</li> <li>● Identifies and discusses the historical and cultural roles of games, sports and dance in a society.</li> <li>● Describes the speed vs. accuracy trade-off in throwing and striking skills.</li> <li>● Identifies the stages of learning a motor skill.</li> <li>● Examines moral and ethical conduct in specific competitive situations</li> <li>● Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects</li> <li>● <b>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</b></li> </ul>
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> <li>● Communication</li> <li>● Skill execution/isolated practice tasks               <ul style="list-style-type: none"> <li>○ Winning possession of the ball</li> <li>○ Keeping possession of the ball</li> <li>○ Creating space and moving into space to receive passes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Scooter games</li> <li>● Tsag ball</li> <li>● Capture the flag</li> <li>● Ultimate frisbee</li> <li>● Floor hockey</li> <li>● Basketball</li> <li>● Soccer</li> <li>● Football</li> <li>● Sport-specific vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. Skill Assessment</li> <li>2. Cognitive Assessment</li> <li>3. Grade (scoring) Rubric</li> </ol>

# Seymour Public Schools

<ul style="list-style-type: none"><li>○ Create scoring opportunities</li><li>○ Prevent opposition from scoring by denying space and applying pressure to win the ball back</li><li>● Positioning</li><li>● Offense/Defense Strategies</li><li>● Small-sided games/competition</li><li>● Use of skill ques</li><li>● Scaffolding</li><li>● Reflection/Feedback</li><li>● Critical Thinking<ul style="list-style-type: none"><li>○ Where?</li><li>○ What?</li><li>○ Why?</li><li>○ How?</li></ul></li></ul>		
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# Seymour Public Schools

<b>Grade:</b> <b>Unit</b>	<b>Subject:</b> Physical Education <b>Pacing:</b> November – January (**subject to change) <b>**Please note:</b> all “pacing” throughout this curriculum coincides with weather and gym space, respectfully. <b>Unit Theme:</b> <b>Net Games</b>
<b>Overarching Standards</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● Motor Skill Performance</li> <li>● Applying Concepts and Strategies</li> <li>● Engaging in Physical Activity</li> <li>● Physical Fitness</li> <li>● Responsible Behavior</li> <li>● Benefits of Physical Activity</li> </ul>
<b>Enduring Understandings</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● Repetition of proper technique leads to improvement.</li> <li>● You must know what your body is doing.</li> <li>● Fit people engage in physical activity on a regular basis.</li> <li>● Fitness is a process, not a product.</li> <li>● Behaving well is as important as playing well.</li> <li>● The best choices for you, fit who you are and what you need.</li> </ul>
<b>Essential Questions</b> Connecticut Standards 9-14	<ul style="list-style-type: none"> <li>● What different ways can the body move given a specific purpose during net games?</li> <li>● How can I move effectively and efficiently during net games?</li> <li>● What can I do to be physically active during net games, and why is this important?</li> <li>● Why is it important to be physically fit and how can I stay fit?</li> <li>● How do I interact with others during net games?</li> <li>● How will net games help me now and in the future?</li> </ul>
<b>Priority Standards</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>● Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to</li> </ul>

6/15/2017 Physical Education

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# Seymour Public Schools

	<p>the learning and performance of physical activities.</p> <ul style="list-style-type: none"> <li>● Participate regularly in physical activity.</li> <li>● Achieve and maintain a health-enhancing level of physical fitness.</li> <li>● Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>● Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>
<p><b>Supporting Standards</b></p>	<p><b>CT Content Standard 9</b></p> <ul style="list-style-type: none"> <li>● H (high school).9.1. Maintain and further develop the fundamental movement skills in open environments</li> <li>● H.9.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</li> <li>● H.9.3. Use complex movements and patterns within a variety of dynamic environments</li> <li>● H.9.4. Develop advanced skills in selected physical activities</li> <li>● H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities</li> </ul> <p><b>CT Content Standard 10</b></p> <ul style="list-style-type: none"> <li>● H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</li> <li>● H.10.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</li> </ul> <p><b>CT Content Standard 11</b></p> <ul style="list-style-type: none"> <li>● H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</li> <li>● H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</li> <li>● H.11.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</li> <li>● H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level</li> </ul> <p><b>CT Content Standard 12</b></p>

# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</li> </ul> <p><b>CT Content Standard 13</b></p> <ul style="list-style-type: none"> <li>● H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</li> <li>● H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</li> <li>● H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</li> <li>● H.13.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same</li> </ul> <p><b>CT Content Standard 14</b></p> <ul style="list-style-type: none"> <li>● H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</li> <li>● H.14.2. Use physical activity as a means of creative expression</li> <li>● H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</li> <li>● H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth</li> <li>● H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest</li> <li>● H.14.6. Experiment with new physical activities as part of a personal improvement plan</li> </ul>
<p><b>Performance Expectations</b></p> <p><b>(Student Outcomes)</b></p>	<p><b>Level 1:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities</li> <li>● Uses communication skills and strategies that promote team or group dynamics</li> </ul> <p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>● Refines activity-specific movement skills in 1 or more lifetime activities</li> <li>● Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</li> <li>● <b>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</b></li> </ul>

# Seymour Public Schools

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> <li>● Use of Communication</li> <li>● Demonstration of various skills               <ul style="list-style-type: none"> <li>○ Offensive: shot selection and consistency</li> <li>○ Defensive: communication, defend the space, and assume ready position</li> </ul> </li> <li>● Use of skill ques</li> <li>● Small-sided games</li> <li>● Tournament play</li> <li>● Reflection/Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Pickleball</li> <li>● Badminton</li> <li>● Volleyball</li> <li>● Tennis (**Indoors**)</li> <li>● Sport-specific vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. Skill Assessment</li> <li>2. Cognitive Assessment</li> <li>3. Grade (scoring) Rubric</li> </ol>

<b>Grade:</b> <b>Unit</b>	<b>Subject:</b> Physical Education <b>Pacing:</b> January – March(**subject to change) **Please note: all “pacing” throughout this curriculum coincides with weather and gym space, respectfully.  <b>Unit Theme: <span style="color: red;">StrikingGames</span></b>
<b>Overarching Standards</b>	<ul style="list-style-type: none"> <li>● Motor Skill Performance</li> <li>● Applying Concepts and Strategies</li> <li>● Engaging in Physical Activity</li> <li>● Physical Fitness</li> <li>● Responsible Behavior</li> <li>● Benefits of Physical Activity</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Repetition of proper technique leads to improvement.</li> <li>● You must know what your body is doing.</li> </ul>

6/15/2017 Physical Education

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# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● Fit people engage in physical activity on a regular basis.</li> <li>● Fitness is a process, not a product.</li> <li>● Behaving well is as important as playing well.</li> <li>● The best choices for you, fit who you are and what you need.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What different ways can the body move given a specific purpose during striking activities?</li> <li>● How can I move effectively and efficiently during striking activities?</li> <li>● What can I do to be physically active during striking activities, and why is this important?</li> <li>● Why is it important to be physically fit and how can I stay fit?</li> <li>● How do I interact with others during striking activities?</li> <li>● How will striking activities help me now and in the future?</li> </ul>
<b>Priority Standards</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>● Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</li> <li>● Participate regularly in physical activity.</li> <li>● Achieve and maintain a health-enhancing level of physical fitness.</li> <li>● Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>● Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>
<b>Supporting Standards</b>	<p><b>CT Content Standard 9</b></p> <ul style="list-style-type: none"> <li>● H (high school).9.1. Maintain and further develop the fundamental movement skills in open environments</li> <li>● H.9.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</li> <li>● H.9.3. Use complex movements and patterns within a variety of dynamic environments</li> <li>● H.9.4. Develop advanced skills in selected physical activities</li> <li>● H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime</li> </ul>

6/15/2017 Physical Education

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# Seymour Public Schools

	<p>physical activities</p> <p><b>CT Content Standard 10</b></p> <ul style="list-style-type: none"><li>● H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</li><li>● H.10.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</li></ul> <p><b>CT Content Standard 11</b></p> <ul style="list-style-type: none"><li>● H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</li><li>● H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</li><li>● H.11.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</li><li>● H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level</li></ul> <p><b>CT Content Standard 12</b></p> <ul style="list-style-type: none"><li>● H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</li></ul> <p><b>CT Content Standard 13</b></p> <ul style="list-style-type: none"><li>● H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</li><li>● H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</li><li>● H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</li><li>● H.13.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same</li></ul> <p><b>CT Content Standard 14</b></p> <ul style="list-style-type: none"><li>● H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</li><li>● H.14.2. Use physical activity as a means of creative expression</li></ul>
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# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</li> <li>● H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth</li> <li>● H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest</li> <li>● H.14.6. Experiment with new physical activities as part of a personal improvement plan</li> </ul>
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<b>Performance Expectations</b>  <b>(Student Outcomes)</b>	<b>Level 1:</b> <ul style="list-style-type: none"> <li>● Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</li> </ul> <b>Level 2:</b> <ul style="list-style-type: none"> <li>● <b>If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.</b></li> </ul>
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Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> <li>● Communication</li> <li>● Positioning</li> <li>● Defense/Offense strategies</li> <li>● Problem solving tactics</li> <li>● Critical Thinking</li> <li>● Reflection/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Kickball</li> <li>● Castle Ball</li> <li>● Whiffle ball/softball</li> <li>● Hockey (coupled with invasion games)</li> <li>● Sport-specific vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. Skill Assessment</li> <li>2. Cognitive Assessment</li> <li>3. Grade (scoring) Rubric</li> </ol>

<b>Grade:</b>  <b>Unit</b>	<b>Subject:</b> Physical Education <b>Pacing:</b> March – June (**subject to change) <b>**Please note:</b> all “pacing” throughout this curriculum coincides with weather and gym space,
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6/15/2017 Physical Education

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# Seymour Public Schools

	<p>respectfully.</p> <p><b>Unit Theme: Lifetime Activities</b></p>
<b>Overarching Standards</b>	<ul style="list-style-type: none"> <li>● Motor Skill Performance</li> <li>● Applying Concepts and Strategies</li> <li>● Engaging in Physical Activity</li> <li>● Physical Fitness</li> <li>● Responsible Behavior</li> <li>● Benefits of Physical Activity</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Repetition of proper technique leads to improvement.</li> <li>● You must know what your body is doing.</li> <li>● Fit people engage in physical activity on a regular basis.</li> <li>● Fitness is a process, not a product.</li> <li>● Behaving well is as important as playing well.</li> <li>● The best choices for you, fit who you are and what you need.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What different ways can the body move given a specific purpose during lifetime activities?</li> <li>● How can I move effectively and efficiently during lifetime activities?</li> <li>● What can I do to be physically active during lifetime activities, and why is this important?</li> <li>● Why is it important to be physically fit and how can I stay fit?</li> <li>● How do I interact with others during lifetime activities?</li> <li>● How will lifetime activities help me now and in the future?</li> </ul>
<b>Priority Standards</b>	<ul style="list-style-type: none"> <li>● Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</li> <li>● Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</li> <li>● Participate regularly in physical activity.</li> </ul>

6/15/2017 Physical Education

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# Seymour Public Schools

	<ul style="list-style-type: none"> <li>● Achieve and maintain a health-enhancing level of physical fitness.</li> <li>● Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</li> <li>● Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</li> </ul>
<p><b>Supporting Standards</b></p>	<p><b>CT Content Standard 9</b></p> <ul style="list-style-type: none"> <li>● H (high school).9.1. Maintain and further develop the fundamental movement skills in open environments</li> <li>● H.9.2. Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</li> <li>● H.9.3. Use complex movements and patterns within a variety of dynamic environments</li> <li>● H.9.4. Develop advanced skills in selected physical activities</li> <li>● H.9.5. Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities</li> </ul> <p><b>CT Content Standard 10</b></p> <ul style="list-style-type: none"> <li>● H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances</li> <li>● H.10.2. Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others</li> <li>● H.10.3. Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations</li> </ul> <p><b>CT Content Standard 11</b></p> <ul style="list-style-type: none"> <li>● H.11.1. Regularly engage in moderate to vigorous physical activities of their choice on a regular basis</li> <li>● H.11.2. Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes</li> <li>● H.11.3. Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms</li> <li>● H.11.4. Engage in a variety of appropriate physical activities with individualized goals, during</li> </ul>



# Seymour Public Schools

	<p>and outside of school, that promote the development and improvement of physical fitness level</p> <p><b>CT Content Standard 12</b></p> <ul style="list-style-type: none"> <li>● H.12.1. Assess and adjust activities to maintain or improve personal level of health-related fitness</li> <li>● H.12.2. Use physiological data to adjust levels of exercise and nutrient intake to promote wellness</li> <li>● H.12.3. Use the results of fitness assessments to guide changes in her or his personal programs of physical activity</li> <li>● H.12.4. Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles</li> </ul> <p><b>CT Content Standard 13</b></p> <ul style="list-style-type: none"> <li>● H.13.1. Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same</li> <li>● H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</li> <li>● H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</li> </ul> <p><b>CT Content Standard 14</b></p> <ul style="list-style-type: none"> <li>● H.14.1. Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</li> <li>● H.14.2. Use physical activity as a means of creative expression</li> <li>● H.14.3. Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</li> <li>● H.14.4. Seek personally challenging experiences through physical activity as a means to personal growth</li> <li>● H.14.5. Persist in practicing activities to increase specific skill competence in areas of interest</li> <li>● H.14.6. Experiment with new physical activities as part of a personal improvement plan</li> </ul>
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<b>Performance</b>	<b>Level 1:</b>
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# Seymour Public Schools

<p><b>Expectations</b></p> <p><b>(Student Outcomes)</b></p>	<ul style="list-style-type: none"><li>● Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.</li><li>● Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle</li><li>● Identifies issues associated with exercising in heat, humidity and cold.</li><li>● Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment</li><li>● Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle</li><li>● Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.</li><li>● Demonstrates appropriate technique on resistance training machines and with free weights</li><li>● Relates physiological responses to individual levels of fitness and nutritional balance</li><li>● Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)</li><li>● Calculates target heart rate and applies that information to personal fitness plan.</li><li>● Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.</li><li>● Designs a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</li><li>● Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress</li><li>● Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed</li><li>● Analyzes the health benefits of a self-selected physical activity</li><li>● Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.</li><li>● Identifies the opportunity for social support in a self-selected physical activity or dance.</li></ul> <p><b>Level 2:</b></p>
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# Seymour Public Schools

- Investigates the relationships among physical activity, nutrition and body composition.
- Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle
- Applies rates of perceived exertion and pacing.
- Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.
- Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event)
- Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle
- Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic)
- Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.
- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.
- Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement)
- Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals
- Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.
- Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity
- Identifies the uniqueness of creative dance as a means of self-expression.
- Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance
- **If the learner did not attain the outcome in Level 1, it should be a focus in Level 2.**

# Seymour Public Schools

Suggested Strategies/Modes	Suggested Materials/Resources	Suggested Assessments
<ul style="list-style-type: none"> <li>● Communication/cooperative learning</li> <li>● Student choice/goal-setting</li> <li>● Use of varied instructional strategies</li> <li>● Skill focus stations</li> <li>● Varied opportunities to develop abilities</li> <li>● Self-reflection</li> <li>● Feedback</li> </ul>	<ul style="list-style-type: none"> <li>● CT fitness testing and preparation</li> <li>● Cooperative games</li> <li>● Field games/backyard games</li> <li>● Outdoor pursuits/outdoor education</li> <li>● Yoga</li> <li>● Hiking</li> <li>● Pilates</li> <li>● Orienteering</li> <li>● Weight-lifting</li> <li>● Golf</li> <li>● Walking/Jogging/Track &amp; Field</li> <li>● Frisbee (leisure)</li> <li>● Archery</li> <li>● Tennis (**outdoors**)</li> <li>● Fitness vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>1. CT Fitness Test</li> <li>2. Skill Assessment</li> <li>3. Cognitive Assessment</li> <li>4. Grade (Scoring) Rubric</li> </ol>