

PHYSICAL EDUCATION

CURRICULUM

PHYSICAL EDUCATION

GRADES 9/10

(Required Course)

Supports Academic Learning Expectation # 3

Students and graduates of Ledyard High School will employ effective problem-solving skills effectively

**Approved by Instructional Council
4/28/08**

STUDENT LEARNING OBJECTIVES
Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 1 (State Standard # 9)</p> <p>Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>H1.1 Maintain and further develop the fundamental movement skills in open environments</p>	<p><i>Students will be able to:</i></p> <p>a. Perform competently in a variety of individual, team and lifetime sports such as tennis, golf, archery, table tennis, basketball, volleyball, soccer, softball, and pickle ball</p> <p>b. Participate successfully in low and high elements of the Challenge Course</p>
<p>1.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills</p>	<p>a. Select and apply the basic skills needed to successfully perform more complex skills such as dribbling and shooting with the non-dominant hand or kicking with non-dominant foot</p>
<p>1.3 Use complex movements and patterns within a variety of dynamic environments</p>	<p>a. Identify, select and execute basic movements and patterns within game settings such as basketball, volleyball, soccer, Lacrosse and flag football</p>
<p>1.4 Develop advanced skills in selected physical activities</p>	<p>a. Execute basic offensive and defensive skills in sport and recreational activities such as spiral passing, drop shot, crossover dribble and one-handed Frisbee catch</p>
<p>1.5 Participate in a wide variety of activities including dance, games, sports and lifetime physical activities</p>	<p>a. Select and establish personal preferences from a limited choice of sports and activities such as football/tennis, badminton/archery and weight training/pickle ball</p>

STUDENT LEARNING OBJECTIVES

Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #10)	
Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i> H2.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movements and relationships that enable skilled performances	<i>Students will be able to:</i> a. Identify and utilize appropriate human movement principles such as force, direction and speed to carry out skilled performances b. Model and execute proper body movements during the performance of fitness and resistance training activities
2.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others	a. Analyze data gleaned from personal fitness assessments, teacher input and technological equipment to create a physical education individualized exercise plan (PEIEP)
2.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations	a. Model and execute rules and safety practices and procedures while performing Challenge Course activities, using resistance training/cardiovascular equipment and participating in sport/classroom activities

STUDENT LEARNING OBJECTIVES

Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard #11)	
Participate regularly in physical activity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
H3.1 Regularly engage in moderate to vigorous physical activities of their choice	a. Identify and select moderate to vigorous activities that support their needs and interests
3.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms	a. Identify and attempt strategies based on prior outcomes to enhance performance in increasingly complex game forms
3.4 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	a. Develop in written form and implement a physical education individualized exercise plan (PEIEP) b. Articulate in written form clear goals that are measurable, specific and based on a timeline

STUDENT LEARNING OBJECTIVES

Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard #12)</p> <p>Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>H4.1 Assess and adjust activities to maintain or improve personal level of health-related fitness</p>	<p><i>Students will be able to:</i></p> <p>a. Monitor their physical education individualized exercise plan (PEIEP)</p>
<p>4.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness</p>	<p>a. Calculate daily caloric intake and expenditure b. Calculate and determine the effects of their heart rate on their cardiovascular performances</p>
<p>4.3 Use the results of fitness assessments to guide changes in her/his personal programs of physical activity</p>	<p>a. Analyze their scores on the Connecticut Fitness Test and modify their PEIEP based on the results</p>
<p>4.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles</p>	<p>a. Develop and implement a PEIEP based on data collection, analysis, assessment and revision of personal fitness goals</p>

STUDENT LEARNING OBJECTIVES

Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard #13)	
Exhibit responsible personal and social behavior in physical activity settings while respecting diversity	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
H5.1 Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same	<ul style="list-style-type: none"> a. Demonstrate good sportsmanship during the execution of physical activities b. Identify the impact of safe and unsafe behaviors in physical activity settings c. Demonstrate behaviors that produce a positive impact on the outcome of all classroom activities
5.2 Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities	<ul style="list-style-type: none"> a. Seek leadership opportunities which foster cooperation among peers b. Participate positively in classroom activities
5.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings	<ul style="list-style-type: none"> a. Understand the different skill levels of other players and appropriately adjust their own level of intensity b. Adapt to any needed modified rules
5.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same	<ul style="list-style-type: none"> a. Apply appropriate problem solving strategies in resolving peer to peer conflicts

STUDENT LEARNING OBJECTIVES

Grades 9/10

As a result of physical education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 6 (State Standard #14)</p> <p>Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>H6.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living</p>	<p><i>Students will be able to:</i></p> <p>a. Implement their PEIEP successfully</p>
<p>6.2 Use physical activity as a means of creative expression</p>	<p>a. Select and participate in physical activities that strengthen areas of need and/or enhance areas of interest</p>
<p>6.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p>	<p>a.. Participate on student formed teams which foster positive social interaction</p> <p>b. Demonstrate good sportsmanship</p>
<p>6.4 Seek personally challenging experiences through physical activity as a means to personal growth</p>	<p>a. Create personal goals that are appropriately challenging</p>
<p>6.5 Persist in practicing activities to increase specific skill competence in areas of interest</p>	<p>a. Practice drills that connect skill development to improved performance</p>
<p>6.6 Experiment with new physical activities as part of a personal improvement plan</p>	<p>a. Develop trust in peers in order to participate in elements of the challenge course</p> <p>b. Select and participate in physical activities which are potentially challenging</p>

PHYSICAL EDUCATION INDIVIDUALIZED EXERCISE PLAN (PEIEP)

FRAMEWORK

I. Introduction

Defined: The Physical Education Individualized Exercise Plan, PEIEP, is a teacher prescribed fitness plan based upon each student's fitness needs.

Depth: The PEIEP is not one assignment, nor a project for one semester, but a potentially 4 year fitness tracker.

Rationale: the Physical Education department seeks to empower students to take responsibility for their own fitness both in and out of class.

Application: Students will be exposed to PEIEP methodology in their first LHS Physical Education experience. Students will continue their PEIEP in the 10th grade. Those who elect to take 11-12 Physical Education will continue to add to, modify and adjust their PEIEP.

II. Ledyard BOE Learning Objectives: 2.2; 3.4; 4.1; 4.3; 4.4; 6.1; 6.4 . (Revised Curriculum 2008).

III. Learner Outcomes: At the end of 10th grade, students of physical Education will be able to:

1. Assess personal fitness levels
2. Set personal fitness goals
3. Implement a PEIEP
4. Chart progress in each Health Related component of fitness.
5. Use exercise science terminology properly when explaining fitness concepts.
6. Demonstrate activity choices based on areas of need.
7. Critically analyze post assessment data for further fitness improvement.
8. Compare and contrast potential lifetime health and wellness activities.
9. Identify three community resources for staying fit after high school.

IV. Emphasized LHS Expectations for student learning.

Academic Expectations:

1. Employ problem solving skills effectively
2. Demonstrate critical thinking skills
3. Employ effective research and study skills

Civic and Social Expectations

1. Take responsibility for their own lifelong learning and personal health and well being

V. Essential Question: How do I create my own personal exercise plan?

VI. Focus Questions: What are the benefits of a fitness plan? Are there different types of fitness? What should I consider before choosing what type of fitness I want? How do I set goals? What do I need to achieve my goals? How do I get those things? What three people could help me along the way? What are my reasons for wanting to get more fit? What is the relationship between body weight and fitness levels? Are there ways to assess fitness besides a weight scale?

STEP ONE

Pre-Teaching Activities: Benefits of Exercise Handout
Health Related Components of Fitness Handout
Connecticut Fitness Test Introduction.
Introduction to Body Mass Index (BMI).
Body Composition Explanation.

Assess current fitness levels

1. Use the Connecticut Fitness Test to gain understanding of current fitness levels in the following Health Component areas:

<u>Health Component</u>	<u>Assessment</u>	<u>Health</u>
Cardiovascular Endurance 7:30	Mile Walk/Run	
Flexibility 27 cm	Sit and Reach	
Muscle Endurance 50	Partial Curl-ups	
Muscle Strength 16	Push-ups	
Body Mass Index 15-22	Height/Weight Charts	
Ideal Weight Ideal range	Height/Weight Charts	
Body Composition 12 - 20%	Skin fold Test	

STEP TWO

Pre-teaching Activities: Introduction to Goal Setting - in class discussion.
a. Benefits of setting goals
b. Types of goals.
c. Process of goal setting

GOALS

1. Teacher will set a goal(s) in response to your fitness needs within one week of the fitness assessment.
 - a. Teacher will consult with student about goals
 - b. Student will "contract for success".
2. The Goal(s) will be:
 - a. be realistic

- b. have a time frame
- c. be measurable
- d. be specific to student need.

Reinforcement: "Staying Motivated" article
 "Goal Setting" article

STEP THREE
FITNESS PRINCIPLES

Students will be taught fitness principles by their teacher in class, exposing them to many and varied activities, (e.g. weight training, interval training, distance running, etc.)

- | | | |
|----------------------------|-----------------------|-----------|
| 1. OVERLOAD
ZONE | 6. FREQUENCY | 11. T.H.R |
| 2. PROGRESSION
UP | 7. INTENSITY | 12. WARM- |
| 3. SPECIFICITY
COOLDOWN | 8. TIME - (DURATION) | 13. |
| 4. AEROBIC
STRETCHING | 9. MAXIMUM HEART RATE | 14. |
| 5. ANAEROBIC
RECOVERY | 10. TARGET HEART RATE | 15. |

Handout: Vocabulary worksheet

STEP FOUR
ACTIVITY

I. Prescription:

- a. In Class: Students will be prescribed activities which reinforces fitness goals. (e.g. weight training, pilates, aerobics, walking/jogging)
- b. Students will use fitness principles throughout various assignments and activity in order to analyze the effects of exercise on the body.
- c. Students will identify major superficial muscle groups of the human body.

II. Student Choice

- a. Students will choose from a variety of offered activities those which best reinforce goal attainment.
- b. Students will keep a log of out of class vigorous physical activity.

c. Students will seek to meet the 30 minutes per day of moderate physical activity as recommended by the Center for Disease Control and the American College of Sports Medicine.

Handout: Daily out of class Log Sheet
Daily in class Log Sheet

STEP FIVE
POST ASSESSMENT

Using the Connecticut State Fitness Test, Students will be reassessed on the following Health related components of fitness.

	Initial	Post
Cardiovascular Respiratory Endurance	_____	_____
Flexibility	_____	_____
Muscle Strength	_____	_____
Muscle Endurance.	_____	_____
BMI	_____	_____
Body Composition	_____	_____
Ideal Body Weight	_____	_____

STEP SIX
PEIEP ANALYSIS

Students will analyze the difference scores and seek to explain the outcome.

Focus Questions: Did my scores improve? What do my scores mean? Could my scores improve even more? How much work would I have to put in to improve my scores? Do I see the benefits from my hard work?

Reinforcement: Reflection paper on PEIEP experience

STEP SEVEN
FIT FOR LIFE

Students will research three community resources which can aid in maintaining ones fitness / wellness after high school. Students will compare and contrast each. and make a mock decision as to where they may pour their personal resources.

Each resource will have the following information:

Name of facility,	pricing	Contact name
Location,	membership information	hours of operation
Phone number,	services provided	amenities