



Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

**High School Curriculum
Life Long Fitness & Adventure
Grades 11 & 12**



Children are our Future...

Acknowledgements

Curriculum Writers:

*Matthew Craig
Linda Brown*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

*Mr. Frank Purcaro
Director of Student Learning and Teaching*

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Life Long Fitness & Adventure

Life Long Fitness & Adventure

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Wellness Mission Statement:

The mission of the Wellness Department is for students to maintain a healthy lifestyle emotionally, socially and physically. Students will learn the necessary skills to control their emotions, accept diversity and be physically active outside of school. Students will understand the importance of expressing their feelings, being physically active and maintaining lifelong fitness in order to sustain overall health.

Departmental Philosophy:

Wellness at Wolcott High School provides students with the fundamentals, knowledge and basic skills to maintain an active and healthy lifestyle. Students are provided with a balanced sequential program of age appropriate activities such as: fitness, individual and team activities, as well as life-long activities.

The Wellness Department provides a positive environment conducive to learning and building self-confidence. Students interact in an environment that fosters both growth and development allowing the students the ability to grow not only physically, but also intellectually, socially and emotionally. Our students exhibit qualities of respect, responsibility, empathy and sportsmanship through participation in a variety of wellness activities. An effective wellness program is an integral part of every student's formal educational experience.

The National Association for Sport and Physical Education in Connecticut's K-12 Performance Standards have both served as the foundation in the development of the Wolcott High School Wellness curriculum.

Course Description

Students will participate in life long activities such as bowling, archery, golf, tennis, badminton, table tennis, GeoCaching, power walking, weight training and other adventure activities (Frisbee golf, ropes course/zip line, Winding Trails). Students will learn to perfect strategies and skills for each of the activities. During the power walking unit students will use pedometers to track steps, calories and distance traveled. The GeoCaching unit will incorporate technology and students will be expected to go off campus. Students will also learn the importance of monitoring heart rate during these activities and the importance of remaining physically active outside of WHS.

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Badminton

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p> <p>H13.1 Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p>	<ol style="list-style-type: none"> 1. Understand and demonstrate offensive strategies <ul style="list-style-type: none"> • The hair pin • The smash 2. Understand and demonstrate defensive strategies <ul style="list-style-type: none"> • The lob • Court positioning 3. Increase knowledge of game rules and strategies <ul style="list-style-type: none"> • Explain new rules – rally scoring • Service always begins on the right • Round Robin Tournament • Thunder Badminton 4. Understand how badminton can be a life-long physical fitness activity <ul style="list-style-type: none"> • Elevates heart rate • Intensity on game will determine cardiovascular benefits • Good use of strategy can enhance agility 	<ul style="list-style-type: none"> • Skill rubric on strategies used during game play • Skills rubric on the hair pin and the smash • Tournament play • Written quiz on rules, strategies and skills of the game. 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2006 • www.p.e.central.org • Krotee, March L., Turner, Edward T.; <u>Innovative Theory and Practice of Badminton</u>; Kendall/Hunt Publishing Company • www.uwadmweb.uwyo.edu

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Golf

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.2 Demonstrate competence in applying basic locomotor, non-locomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Recognize and identify the different clubs <ul style="list-style-type: none"> • 9 iron, Pitching Wedge • Putter, Driver 2. Identify the names of various shots and demonstrate each <ul style="list-style-type: none"> • Chipping, Pitching • Putting, Driving 3. Follow safety guidelines <ul style="list-style-type: none"> • Appropriate spacing – in a line as if at a golfing range • All retrieve golf balls on teachers cue • Being aware of surroundings 4. Learn basic golf skills and terminology <ul style="list-style-type: none"> • The grip, stroke technique • Ball placement • Par, Birdie, Eagle, Bogey, Double Bogey • The green, fairway, rough 5. Understand how golf can be a lifelong physical fitness activity <ul style="list-style-type: none"> • Cardio – walking the course • Balance – during the swing 	<ul style="list-style-type: none"> • Written assessment on terminology and technique. Matching and fill-ins • Keeping score during mini match • Rubric on basic stance and swing • Etiquette rubric during off campus visit to local golf course 	<ul style="list-style-type: none"> • Golf Digest; Hugh Lauter Levin Associates, Inc. • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • www.urbandaleschools.com/uploads/users/christensenc/GolfStudyGuideOutcomesRubric.pdf

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Table Tennis

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H13.3 Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings.</p> <p>H13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Demonstrate the serve <ul style="list-style-type: none"> • Ball must bounce on server’s court first • Service is made on a diagonal, starting on the right • Serve must bounce before returning it • Server loses their serve if they move the playing surface 2. Understand how to keep score <ul style="list-style-type: none"> • Game consist of 21 points, must win by 2 • Point is awarded on each serve • Player loses a point if they fail to make a good serve except in the case of a let 3. Incorporate skills learned in a variety of game situations <ul style="list-style-type: none"> • Hit and get • Terminator • Round Robin Tournament • Singles and doubles games 4. Understand how table-tennis can be a lifelong physical fitness activity <ul style="list-style-type: none"> • Hand-eye coordination • Increase lateral strength – abductors/adductors 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and strategies – true/false questions. • Rubric on effort and achievement on student expectations. • Hit and Get • Terminator 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2006 • www.p.e.central.org • Lumsden, Ken, Jones, Sally; <u>Ready –to-Use Secondary PE Activities Program</u>; Parker publishing Company • www.spencer.k12.ia.us/highschool

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Tennis

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</p> <p>H10.1 Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.</p> <p>H11.4 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.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Demonstrate the grip and proper strokes used in a rally <ul style="list-style-type: none"> • Forehand grip and body position • Backhand grip and body position • All strokes contact with the ball should be in front of the body 2. Rally – trying for 10 consecutive returns <ul style="list-style-type: none"> • Both students use proper strokes to hit ball over the net until they achieve a rally. 3. Demonstrate an overhand serve <ul style="list-style-type: none"> • The toss; contact point in front of the body • Follow thru; select an aim point • Elbow up; turn sideways 4. Demonstrate a general knowledge of the tennis rules and basic game play <ul style="list-style-type: none"> • Terminology – love, deuce, ad-in, ad-out, rally, volley • Singles vs Doubles • Scoring – 15, 30, 40, game • Service - player serves a whole game • Play a round robin tournament with modified rules for various skill levels 5. Understand how Tennis can be a lifelong physical fitness activity <ul style="list-style-type: none"> • Increase cardiovascular endurance • Increase upper and lower body strength 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and techniques. Matching, true and false • Rubric for overhand serve • Round Robin Tournament 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • www.beaconlearningcenter.com • www.p.e.central.org • Tantalo, Victor; <u>USA Tennis Course</u>; USA Publishers

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Geo Caching/Power Walking

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships</p>	<ol style="list-style-type: none"> 1. Identify the different components of a cardiovascular workout <ul style="list-style-type: none"> • Warm-up – stretching and increasing heart rate • Workout – maintaining your THR (target heart rate) • Cool down – lowering heart rate, stretching. • Locate their heart rate • Radial pulse and carotid pulse • Importance of pulse before, during and after exercise 2. Calculate THR zone <ul style="list-style-type: none"> • Equation – $220 - \text{age} = \text{MHR} / \text{MHR} \times .6 / .8$ • Apply to their workout • Alternate levels of intensity to make adjustments to stay within individual THR zone 3. Record number of steps and laps finished <ul style="list-style-type: none"> • Pedometers – time, miles, kcals • Track and course around school • Heart rate monitors – some students will be able to experience using them during exercise. 4. iPads/iPhones Geo-Caching App <ul style="list-style-type: none"> • Understand the Geo-Caching App • Understanding the Geo-Caching etiquette. 5. Off Campus Expeditions <ul style="list-style-type: none"> • Peterson Park, Wolcott Town Green & Woodtick Recreation Walking Trail. 	<ul style="list-style-type: none"> • Written assessment on terminology and THR. True/false questions and fill-ins. • Written assessment on Geo-Caching etiquette • Use of GeoCaching APP • Use of Pedometers • Karvonen Formula • Data sheet 	<ul style="list-style-type: none"> • www.p.e.central.org • www.geocaching.com • State of Connecticut, State Board of Education, Standards for Physical Education 2006

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Weight Training

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H11.1 Regularly engages in moderate to vigorous physical activities of their choice on a regular basis.</p> <p>H12.1 Assess and adjust activities to maintain or improve personal level of health related fitness.</p> <p>H12.3 Use the results of fitness assessments to guide changes in her or his personal programs of physical activity.</p> <p>H14.1 Make decisions and implement plans to participate in different physical activities based on interests and positive feelings, of accomplishments in daily living.</p> <p>H14.4 Seek personally challenging experiences through physical activities as a means to personal growth.</p>	<ol style="list-style-type: none"> 1. Demonstrate proper technique and safety in executing weight lifting exercises <ul style="list-style-type: none"> • Cable driven machines • Free weights 2. Demonstrate proper technique in spotting a partner performing various exercises <ul style="list-style-type: none"> • Bench press • Squats 3. The students will be able to identify the muscle groups used during exercises <ul style="list-style-type: none"> • Muscle chart • Handouts • Specific related muscles posted on machines 4. Create an individual weight training circuit <ul style="list-style-type: none"> • FITT (frequency, intensity, type, time) principle • THR (target heart rate) zone • Components of Physical Fitness • Based on student interest 5. Understand why weight lifting is a life-long fitness activity <ul style="list-style-type: none"> • Increased muscular strength and endurance • Decrease injuries • Increase overall health benefits 	<ul style="list-style-type: none"> • Written assessment – label muscles and identify exercise that work each muscle. • Evaluation of the implementation and creation of the weight training circuit – spreadsheet labeled and completed at end of class. • Karvonen Formula 	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • www.muscleandstrength.com • www.realsolutionsmag.com

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Archery

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</p> <p>H11.4 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.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Participate in a safe environment <ul style="list-style-type: none"> • All students release on cue. • All students retrieve on cue. • Bows will point at targets only 2. Demonstrate proper technique while shooting an arrow <ul style="list-style-type: none"> • Knocking arrow • Placement of fingers • Body position/arms • Release 3. Learn the commands when shooting an arrow <ul style="list-style-type: none"> • Range is clear • Archers may knock their arrows • Archers may fire all arrows • Range is clear, archers may retrieve 4. Practice shooting at a target and then more advance activities <ul style="list-style-type: none"> • Tic-tac-toe • Balloon Pop • Trivia cards 5. Learn the history of Archery and understand why it is a lifelong fitness activity <ul style="list-style-type: none"> • Builds coordination • Builds upper body strength 	<ul style="list-style-type: none"> • Written assessment on terminology, shooting technique, commands and scoring. True/false questions and fill-ins. • Advance activity results 	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • www.teaching.monster.com/training/articles/2746-6-8-shooting-for-archery-trivia

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Bowling

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</p> <p>H11.4 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.</p> <p>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</p>	<ol style="list-style-type: none"> 1. Participate in a safe environment <ul style="list-style-type: none"> • Understand the bowling alleys rules and polices 2. Students will understand scoring <ul style="list-style-type: none"> • Strike, spare, split • Students will be able to calculate their score without using the electronic scoring 3. Students will understand the health benefits of bowling. <ul style="list-style-type: none"> • Life long activity • Individual vs. league play 	<ul style="list-style-type: none"> • Written assessment on terminology. • True/false questions and fill-ins. • Scoring Assessment 	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • www.pelinks4you.com

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Pacing Guide

<i>DATE</i>	<i>ACTIVITIES</i>
SEPTEMBER	Tennis Archery
OCTOBER	Golf GeoCaching/Power Walking
NOVEMBER	Bowling/Adventure Field Trip Table Tennis
DECEMBER	Badminton
JANUARY	Weightroom

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Essential Questions

1. What is the health benefits associated with participating in a lifelong fitness activity?
2. What are lifelong fitness activities?
3. How can I get involved in a lifelong fitness activity?
4. What are the lifelong fitness benefits of participating in weight training?
5. What are the lifelong fitness benefits of playing badminton and table tennis?
6. What are the lifelong fitness benefits of playing golf?
7. What are the lifelong fitness benefits of playing tennis?
8. What are the lifelong fitness benefits of power walking/geocaching?
9. What are the lifelong fitness benefits of participating in archery?
10. What are the lifelong fitness benefits of participating in bowling?

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Skill Objectives

1. Students will understand the importance of lifelong fitness activities.
2. Students will be able to identify the difference between lifelong fitness activities and team sports.
3. Students will learn how to find clubs and leagues in their community.
4. Students will understand that weight training is important through life for overall fitness.
5. Students will participate in badminton games and demonstrate the strategies needed to increase their heart rate.
6. Students will describe how tennis can increase your overall health.
7. Students will demonstrate table tennis skills and participate in game play.
8. Students will demonstrate the basic golf skills.
9. Students will demonstrate the basic archery skills.
10. Students will demonstrate the basic bowling skills and be able to keep score.