



Wolcott Public Schools

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High School Curriculum Wellness Grade 9



Children are our Future...

Acknowledgements

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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.

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9th Grade Wellness

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.

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.

Wellness 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 and Connecticut's K-12 Performance Standards have both served as the foundation in the development of the Wolcott High Schools Wellness curriculum.

Course Description

Students participate in an intensive foundation in Health and Physical Fitness. The student will learn the fitness concept, practice exercises for developing proficiency in the component, and engage in activities which will further the development in a more positive, fun way. Department constructed health-related and skill-related fitness tests will be used to chart progress through the levels of fitness. As a result of this course, students will learn to accept their bodies and recall individual differences in growth and maturation. Topics will also include family relationships, nutrition and fitness. Students will determine their strengths and weaknesses, accept the feelings they experience at different times and learn to channel those feelings into appropriate behaviors. Students will appreciate their uniqueness and learn to accept themselves. Students will be able to recognize how others influence their behaviors and decisions. Students will also learn the effects that tobacco and chewing tobacco have on the body.

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Nutrition & Fitness

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H1.1 Analyze how behaviors can affect health maintenance and disease prevention.</p> <p>H3.1 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>H3.2 Analyze personal health status to determine needs.</p> <p>H6.3 Predict the immediate and long term impact of health decisions on the individual, family and community.</p> <p>H7.1 Demonstrate various strategies when making goal setting decisions to enhance health.</p> <p>H8.1 Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills.</p>	<ol style="list-style-type: none"> 1. Students will be able to explain how to plan a balanced diet and the importance of portion size. 2. Students will be able to explain ways to help manage weight. 3. Students will be able to explain My Pyramid and explain how it can help plan for healthy eating. 4. Students will explain how reading food labels can help you make healthy food choices. 5. Students will identify how much physical activity is enough for individual goals. 6. Students will be able to list and explain the importance of the components of physical fitness and how it is related to the CT Physical Fitness Test. 7. Students will be able to list and explain the importance of the components of skill related fitness. 8. Students will be able to describe health and skill related fitness skills. 9. Students will explain how to use the FITT formula to meet their nutritional needs 10. Students will receive 30 minutes of CPR training, including a hands-on component, in accordance with Public Act No. 15-94 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions. • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Individual Goal Setting Sheet • Vending Machine Activity • Portion Size Activity • CAPT Essays ~ Rubric <ul style="list-style-type: none"> ○ What is the ideal diet? ○ Should soft drinks and sports drinks be banned in public schools? • Choose my plate Webquest 	<ul style="list-style-type: none"> • <u>Health Skills for Wellness</u>; Prentice Hall • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • Corbin, Charles B., Lindsey, Ruth; <u>Fitness for Life</u>; Human Kinetics • McTavish, Sandra; <u>Life Skills</u>; Jossey-Bass • www.healthteacher.com • www.p.e.central.org • www.lessonplancentral.com • www.pbs.org • http://www.choosemyplate.gov <p>CPR/ECC Guidelines: http://eccguidelines.heart.org/</p>

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Managing Stress

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.</p> <p>H3.1 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>H3.2 Analyze personal health status to determine needs.</p> <p>H3.6 Evaluate and apply appropriate stress management strategies</p>	<ol style="list-style-type: none"> 1. Students will be able to list various ways of managing stress. 2. Students will be able to identify the different stages of stress. 3. Students will be able to explain the health factors related to stress. 4. Students will learn strategies to cope with stress. 5. Students will be able to identify their personality type and how it affects their level of stress. 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions. • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Coping With Stress Video & Worksheet • Nail activity 	<ul style="list-style-type: none"> • <u>Health Skills for Wellness</u>; Prentice Hall • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • McTavish, Sandra; <u>Life Skills</u>; Jossey-Bass • www.healthteacher.com • www.p.e.central.org

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Social Media

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community.</p> <p>H5.1 Compare and contrast skills for communicating effectively, with family, peers and others.</p> <p>H5.3 Demonstrate the ability to identify positive and negative emotions and analyze the impact on behavior.</p> <p>H8.4 Use the ability to influence and support others in making positive health choices.</p>	<ol style="list-style-type: none"> 1. Students will be able describe technology that youth are using for social networking. 2. Students will recognize the benefits and dangers of technology. 3. Students will learn strategies to keep youth safe in cyberspace. 4. Students will be able to identify the warning signs of suicide. 5. Students will be able to explain where to get help for themselves and others when confronted with suicidal thoughts. 6. Students will be able to list ways to prevent suicide. 7. Students will be able to identify with emotions. 8. Students will understand the connection between cyber bullying and suicide. 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions. • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Anti-bullying Poster 	<ul style="list-style-type: none"> • <u>Health Skills for Wellness</u>; Prentice Hall • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • McTavish, Sandra; <u>Life Skills</u>; Jossey-Bass • www.healthteacher.com • www.p.e.central.org • www.cybersmartcurriculum.org • www.four-h.purdue.edu

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Preventing Drug Abuse & Addictions

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H1.3 Evaluate the impact of personal health behaviors on the functioning of body systems.</p> <p>H1.5 Analyze ways in which the environment influences the health of the community.</p> <p>H1.7 Assess how public health policies and government relationships can influence health promotion and disease prevention.</p> <p>H1.8 Analyze how research and medical advances can influence the prevention and control of health problems.</p> <p>H3.4 Apply and assess strategies to improve or maintain personal, family and community health by examining influences, rules and legal responsibilities that affect decisions.</p> <p>H8.2 Support and defend a position with accurate health information.</p>	<ol style="list-style-type: none"> 1. Students will differentiate between legal and illegal drugs. 2. Students will identify the long & short term effects that legal and illegal drugs have on the body. 3. Students will understand the impact that these drugs have on family and peer relationships and in the community. 4. Students will be able to identify signs of addiction, prevention techniques and treatments available for teens and family. 5. Students will discuss common illegal drug use among teens including alcohol, tobacco, marijuana, steroids and prescription drugs. 6. Students will understand the ramifications of using legal and illegal drugs. 7. Students will identify healthy alternatives to drug use. 8. Students will discuss refusal skills and ways to handle peer pressure. 9. Students will discuss other behaviors that can be considered addiction – gambling, cell phones, shopping... 	<ul style="list-style-type: none"> • Participation during class discussions. • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Small group activity – Addiction Cards • Straw activity – Tobacco • Bead activity - Alcohol • Marijuana vs. Tobacco worksheet • Smokeless Tobacco Video & worksheet • CAPT Essays ~ Rubric <ul style="list-style-type: none"> ○ Should marijuana use be legalized in the case of terminally ill patients? • No Use/Drug Free/Addiction Poster 	<ul style="list-style-type: none"> • Health Skills for Wellness; Prentice Hall • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • McTavish, Sandra; Life Skills; Jossey-Bass • www.healthteacher.com • www.p.e.central.org • www.pbs.org • www.teens.drugabuse.gov • www.dailylessonplan.com • www.ccpq.org

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Personality and Self-Esteem

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H1.4 Evaluate how families, peers and community members can influence the health of individuals.</p> <p>H4.2 Evaluate the effects of media, technology and other factors on personal, family and community health.</p> <p>H4.3 Evaluate how information from family, school, peers and the community influences personal health.</p>	<ol style="list-style-type: none"> 1. Students will be able to describe what influences health behaviors and self-esteem 2. Students will be able to identify with different personality types. 3. Students will be able to explain how their personality is formed. 4. Students will be able to identify various theories of personality. 5. Students will be able to differentiate between high and low self-esteem behaviors. 6. Students will create a collage about who they are and present the collage to the class. 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions. • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Small group work ~ What type of personality do your peers have? • Collage presentation ~ rubric. 	<ul style="list-style-type: none"> • <u>Health Skills for Wellness</u>; Prentice Hall • Healthy and Balanced Living Curriculum Framework; Comprehensive School Health Education Comprehensive Physical Education; June 7, 2006 • McTavish, Sandra; <u>Life Skills</u>; Jossey-Bass • www.healthteacher.com • www.p.e.central.org

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Basketball

<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>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</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. Students should have an understanding of the rules and basic terminology. <ul style="list-style-type: none"> • 2 points for a jump shot; 1 point for a free throw; 3 point shot behind the arc. • Jump ball to start a game. 2. Students will be able to demonstrate ball handling skills. <ul style="list-style-type: none"> • Figure eights • Body circles • Fingertips • Pretzels • Dribbling relays 3. Students will have an understanding about passing. <ul style="list-style-type: none"> • Chest • Overhead • Bounce • Passing relays 4. Students will demonstrate how to shoot a basketball. <ul style="list-style-type: none"> • BEEF principle – bend knees, elbow in, extension, follow thru • Free throws • Under the basket • Horse 5. Students will participate in lead-up games before playing a regulation game. <ul style="list-style-type: none"> • Thunder • 1 on 1 defense drill • Side line basketball • 3 V 3 	<ul style="list-style-type: none"> • Written quiz on terminology, skills. Quiz will consist of true and false and fill in questions. • Observation of ball handling skills • Skill rubric for free throw and under the basket shots 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org

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Fitness

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CT Physical Fitness Test</p> <p>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime 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>H14.3 Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships.</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. Students will understand the components that make up the physical fitness test. <ul style="list-style-type: none"> • Muscular strength and endurance • Flexibility • Cardiovascular endurance 2. Students will participate in the Ct physical fitness test and compare their scores to the state scores. <ul style="list-style-type: none"> • Mile, Curl-ups, Push-ups, Sit-n-reach 	<ul style="list-style-type: none"> • Ct Physical Fitness Test – scores will be referenced during weight training unit to improve individual fitness levels • Written assessment on all terminology. Fill-ins, true/false, and short answer. 	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • Pangrazi, R., and P. Darst; <u>Dynamic Physical Education for Secondary School Students: Curriculum and Instruction</u>; Allyn & Bacon • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2004

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Lacrosse

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <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>	<ol style="list-style-type: none"> 1. Students will understand and appreciate appropriate safety rules and procedures. <ul style="list-style-type: none"> • No body contact • Cooperation with team members • No contact with sticks 2. Students will be able catch and cradle the ball while moving. <ul style="list-style-type: none"> • Keep a loose grip with the upper hand • Keep the ball from falling out when running • Rock the crosse back and forth with a smooth motion • Upper body should face in coming ball • Catch should be made in front of the body • Give with the ball at contact to cushion • Begin cradle immediately after catching it 3. Students will be able to shoot and pass the ball. <ul style="list-style-type: none"> • Shift weight from back leg to the front leg • Draw the upper hand backward and then follow thru • After release the cross should point at the target 4. Students will be able to scoop the ball. <ul style="list-style-type: none"> • Bend the knees, crouch upper body • Right foot forward on the scoop • End of handle to side of body • Contact ground with head of cross 1-2 inches in front of the ball • Scoop ball into pocket with a shoveling motion 5. Students will participate in a modified game situation. <ul style="list-style-type: none"> • Lacrosse Tag • Possession lacrosse • Lacrosse game 4V4 	<ul style="list-style-type: none"> • Cradling skills assessment – in and out of cones for distance of 25 yards. • Written assessment on rules and skills of the game. Fill-ins, multiple choice and true/false questions. • Observation of skills applied during game situation. 	<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 2000 • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2004

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Soccer

<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>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p>	<ol style="list-style-type: none"> 1. Students will be able to develop dribbling skills. <ul style="list-style-type: none"> • Use both feet • Keep ball one foot in front of feet • Head up and keep eyes on ball • Inside, outside, instep of foot • Dribbling around cones • Circle dribble 2. Students will be able to develop passing skills. <ul style="list-style-type: none"> • Lead the person you are passing to • Make contact at center of the ball • Passing lines • Dribbling and pass • Target passing 3. Students will develop skills to make a goal. <ul style="list-style-type: none"> • Kick with either foot • Place non kicking foot on side of the ball before kicking • Follow thru in the direction of the kick • Triple shoot drill • Target shoot • Pressure shooting • Line shoot 4. Students will prepare to participate in a regulation soccer game. <ul style="list-style-type: none"> • Offensive and defensive strategies • Alley soccer • Sideline soccer 	<ul style="list-style-type: none"> • Dribbling skills quiz around cones for a time. • Written assessment on skills, rules and terminology. • Observation on skills implemented during lead-up games and regulation game. 	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics

9th Grade Wellness

Ultimate Frisbee

<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>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p>	<ol style="list-style-type: none"> 1. Students will understand rules, safety and basic terminology. <ul style="list-style-type: none"> • The disc may never be handed, must be thrown • No player may move while in possession of the disc • The disc may be thrown in any direction • Defensive team gains possession on an incomplete pass, pass knocked down, or pass out of bounds • Only 3 steps are allowed after receiving the disc to gain control. 2. Students will demonstrate proper technique when throwing a frisbee <ul style="list-style-type: none"> • Thumb on top; finger along brim • Behind elbow • Flick wrist & point @ target • Frisbee parallel to the ground 3. Students will demonstrate how to catch a frisbee <ul style="list-style-type: none"> • Pancake method (1 hand on top, 1 hand on bottom) • One hand &/or 2 hand grab 4. Students will demonstrate knowledge of strategies. <ul style="list-style-type: none"> • Man to man defense • Offensive movement • Participate in ultimate Frisbee mini games 3V3 	<ul style="list-style-type: none"> • Observation grade based on strategies implemented during game play. • True or False written assessment on rules of the game. 	<ul style="list-style-type: none"> • Fronske, Hilda; <u>Teaching Cues for Sports Skills</u>, A Viacom Company • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2004

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Volleyball

<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>H9.3 Use complex movements and patterns within a variety of dynamic environments.</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>	<ol style="list-style-type: none"> 1. Students will be able to demonstrate the underhand serve. <ul style="list-style-type: none"> • Use forward stride, knees bent • Ball in nondominant hand, hit with heel of hand, follow thru • Serve to a wall; Serve over net with partner 2. Students will be able to demonstrate the overhead pass (set) to a partner. <ul style="list-style-type: none"> • Soft fingers; Bend knees • Contact above forehead, hands at hairline - triangle • Elbows bend and then straighten 3. The students will be able to execute the forearm (bump) pass with proper technique. <ul style="list-style-type: none"> • Wrist and hands together, elbows straight • Contact with forearms; make a flat surface • Face the ball and angle arms down • Bend the knees and lift with the legs • Volley with partner and then in a small group circle 4. The students will be able to decide the proper skill to be used according to the height of the ball to be received. <ul style="list-style-type: none"> • Bump if below the chest; Set if above the chest • Use verbal cues – “I got it”, “set me up”, “back” • Keep it up activity – small groups • Participate in a real game situation 5. Students will be able to recite volleyball rules <ul style="list-style-type: none"> • Game is played to 25 points, must win by 2 • Ball is allowed to hit the net and can be played off of the net • Say your teams score first; There is a point on every serve • 3 hits per team; cannot hit 2 times in a row • Can’t reach over the net, go under the net or touch the net. • Can’t spike the serve • Rotation occurs when the ball comes back to the serving side. 	<ul style="list-style-type: none"> • Underhand serve rubric • Written assessment on skills, rules and terminology. Fill-ins and true/false questions • Observation of skills used at appropriate times – bump vs set 	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • Gozansky, Sue, <u>Championship Volleyball Techniques and Drills</u>; Parker Publishing Company Inc

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Weight Training

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H10.2 Use self, peer, teacher and technological resources as tools to implement performance improvements in self and others.</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>H12.4 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>H14.4 Seek personally challenging experiences through physical activities as a means to personal growth.</p> <p>H14.6 Experiment with new physical activities as part of a personal improvement plan.</p>	<ol style="list-style-type: none"> 1. Students will be able to understand weight room safety. <ul style="list-style-type: none"> • Safety handout • Keep a close eye on students at all times • Be aware of students misbehaving or not using proper weight lifting techniques 2. Create an individual weight training program to improve results of the Ct Physical Fitness Test <ul style="list-style-type: none"> • FITT (frequency, intensity, type, time) principle • THR (target heart rate) zone • Components of Physical Fitness – muscular endurance, muscular strength, cardiovascular fitness, flexibility • Circuit training 3. Students will be able to demonstrate proper technique in executing weight lifting exercises. <ul style="list-style-type: none"> • Nautilus machines • Free weights 4. 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 	<ul style="list-style-type: none"> • Written assessment – Identify exercises that work each muscle. • Evaluation of the implementation and creation of the weight training program – spreadsheet labeled and completed at end of class. • Students will graph pre and post physical fitness test 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 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004

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Wiffleball

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H11.1 Regularly engage in moderate to vigorous physical activities of their choice on a regular basis.</p> <p>H11.2 Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes.</p>	<ol style="list-style-type: none"> 1. Students will be able to perform and demonstrate the proper technique for catching and throwing in wiffleball. <ul style="list-style-type: none"> • Opposition when throwing • Use 2 hands to catch • Follow thru 2. Students will be able to perform and demonstrate the proper technique to strike a ball. <ul style="list-style-type: none"> • Choke up on the bat • Follow thru • Elbow out • Eye on the ball • Bend knees 3. Students will apply skills to a game situation. <ul style="list-style-type: none"> • Mini games – groups of 5 • Homerun derby • Game 	<ul style="list-style-type: none"> • Visual assessment of skills incorporated in the game. • Written skills on rules. Multiple choice questions. 	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2004

9th Grade Wellness

Flag Football

<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>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p>	<ol style="list-style-type: none"> 1. Students will be able to demonstrate understanding of rules and safety. <ul style="list-style-type: none"> • Play is dead when flag is pulled or ball carrier falls down. • No Blitz allowed • No flag guarding • Contact with other players is prohibited • Scoring rules 2. Students will demonstrate basic throwing skills. <ul style="list-style-type: none"> • Stand sideways • Fingerpads on laces • Short to medium step • Arm back, follow thru, palm out a point of release • Nose of ball travels slightly up 3. Students will demonstrate basic catching and receiving skills. <ul style="list-style-type: none"> • Diamond shape with fore fingers and thumbs • Look through the diamond • Collapse fly trap and shock absorber • Do not squeeze ball too soon. 4. Students will participate in a controlled game situation. <ul style="list-style-type: none"> • Offensive and defensive strategies • Incorporate skills learned • Passing patterns 5. Students will be able to identify and explain the responsibilities of the key positions. <ul style="list-style-type: none"> • Quarterback • Running back • Receivers • Center 	<ul style="list-style-type: none"> • Visual assessment of skills incorporated in the game. • Written quiz – terminology, skills and rules. Matching, short answers and diagram. 	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2004 • Fronske, Hilda; <u>Teaching Cues for Sports Skills</u>, A_Viacom Company • www.members.tripod.com

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Speedball

<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>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</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. Students will demonstrate skills used for speedball <ul style="list-style-type: none"> • Incorporates shooting, passing and scoring skills of soccer • Incorporates shooting and pivoting skills of basketball • Passing skills used in football • Students work in pairs to practice skills 2. Students will understand the rules of speedball <ul style="list-style-type: none"> • Game begins with a jump ball • Only allowed three steps when carrying the ball • Once ball hits floor soccer rules apply – no hands. • Must flip up with foot and catch in air to use hands • 1 point for touchdown pass • 2 points for a soccer goal • 3 points for making a basketball shot 3. Students will demonstrate knowledge of the rules in a game situation. <ul style="list-style-type: none"> • Game 	<ul style="list-style-type: none"> • Written assessment of rules and skills of speedball. Fill-ins and true/false questions. • Observation of skills during the game. 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • www.p.e.central.org

9th Grade Wellness

Nitro Ball

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.3 Use complex movements and patterns within a variety of dynamic 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>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> <p>H13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p>	<ol style="list-style-type: none"> 1. Students will be able to state strategies to be used in a competitive game. <ul style="list-style-type: none"> • Bump, set, spike • Offensive strategy is the spike • Defensive strategy is the block • Anticipate what will happen before it happens 2. Students will be able to recite volleyball rules <ul style="list-style-type: none"> • Game is played to 25 points, must win by 2 • Team consists of 6 players – adjusted according to class size • Can't reach over the net. • Can't spike the serve • Rotation occurs when the ball comes back to the serving side. • Ball must bounce on the court before every strike. • Ball must be served underhand either off bounce or in hand. 	<ul style="list-style-type: none"> • Written Formative and Summative assessments on game strategies and concepts. • Observation of nitroball game strategies and concepts. 	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • www.p.e.central.org • www.activepe.com

9th Grade Wellness

Speedminton

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</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. Demonstrate the basic stance <ul style="list-style-type: none"> • Spread your feet shoulder width apart • Bend your knees slightly • Hold the racket in front of your body • Return to this position after every hit 2. Demonstrate the serve <ul style="list-style-type: none"> • Underhand like in badminton • Drop – do not throw • Face sideways • Follow through to opposite shoulder 3. Demonstrate the forehand <ul style="list-style-type: none"> • Transfer weight from back to front • Racket head toward your partner then follow through to opposite shoulder 4. Demonstrate the backhand <ul style="list-style-type: none"> • Turn toward opposite side of racket • Can use non dominant hand above other 5. Demonstrate overhead clear and smash <ul style="list-style-type: none"> • Clear – high and deep • Contact above head and hit deep • Smash – to the ground (spike) • Contact in front of body and hit down 6. Incorporate skills into a game <ul style="list-style-type: none"> • Play for 16 points; rally scoring • Serve alternates every 3 points • Must win by 2 	<ul style="list-style-type: none"> • Written assessment on skills, rules and terminology. Fill-ins and true/false questions 	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • <u>www.p.e.central.org</u> • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • <u>www.speedmintonusa.com</u>

9th Grade Wellness

Pacing Guide

<i>DATE</i>	<i>Wellness 9 – full year</i>
SEPTEMBER	CT Physical Fitness Testing Prep – Pre-Test Ultimate Frisbee
OCTOBER	Soccer Nitro Ball
NOVEMBER	Basketball Volleyball
DECEMBER	Weightroom Speedball
JANUARY	Personality & Self Esteem Managing Stress Social Media
FEBRUARY	Social Media – cont. Drugs & Addictions
MARCH	Nutrition & Fitness
APRIL	Flag Football Speedminton
MAY	Lacrosse CT Physical Fitness Testing Prep – Post-test
JUNE	Wiffleball

9th Grade Wellness

Essential Questions

- 1.) What are the benefits of exercising and healthy eating?
- 2.) Why is it important to manage stress?
- 3.) What are the benefits and consequences of social media and how has social media increased awareness of suicide?
- 4.) What are the dangers associated with drug abuse and addiction?
- 5.) What is the relationship between personality and self esteem?
- 6.) What are the physical fitness benefits of playing basketball?
- 7.) What are the CT physical fitness components?
- 8.) What are the physical fitness benefits of playing lacrosse?
- 9.) What are the physical fitness benefits of playing soccer?
- 10.) What are the physical fitness benefits of playing ultimate frisbee?
- 11.) What are the physical fitness benefits of playing volleyball?
- 12.) What are the physical fitness benefits of weightlifting?

9th Grade Wellness

Skill Objectives

- 1.) Student will be able to identify the importance of MyPyramid, portion sizes, reading food labels, Connecticut Physical Fitness test and the FITT formula.
- 2.) Students will be able to identify and execute strategies to manage stress.
- 3.) Students will be able to describe social networking and be able to identify the benefits and dangers of social media.
- 4.) Students will be able to describe different addictions and discuss different refusal skills dealing with drug abuse.
- 5.) Students will be able to describe what influences behaviors and self esteem.
- 6.) Students will demonstrate basic basketball skills while participating in lead up activities and will explain the fitness benefits.
- 7.) Students will be able to explain the four fitness components and give an example of each.
- 8.) Students will demonstrate basic lacrosse skills while participating in lead up activities and will explain the fitness benefits.
- 9.) Students will demonstrate basic soccer skills while participating in lead up activities and will explain the fitness benefits.
- 10.) Students will demonstrate basic ultimate frisbee skills while participating in lead up activities and will explain the fitness benefits.
- 11.) Students will demonstrate basic volleyball skills while participating in lead up activities and will explain the fitness benefits.
- 12.) Students will demonstrate basic weight training skills while participating in lead up activities and will explain the fitness benefits.