



Wolcott Public Schools

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High School Curriculum Wellness Grade 10



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.

Mr. Frank Purcaro

Director of Student Learning and Teaching

Date of Presentation to the Board of Education: September 10, 2015

10th Grade Wellness

10th 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 will participate in a wide variety of activities designed to improve fitness and develop a background of skills, knowledge, tactics, and ethical practices in competition. Students must take and pass the Physical Fitness Test that is mandated by the state of Connecticut. If the student does not pass all 4 components of the Connecticut Physical Fitness Test then they will be required to take the Personal Fitness Elective their Junior or Senior year in order to graduate. The students will be introduced to life-long activities such as archery, tennis and golf. In the health portion students recognize that human growth and development is an integral part of life. Topics to be covered include: Reproductive Systems – (Male and Female), Pregnancy and Birth, Childhood and Adolescents, Abstinence, Sexually Transmitted Diseases, Healthy Relationships, Contraceptives, Exercise. Students will develop an understanding that physical and psychological well-being comes from a healthy body. Upon developing this understanding, students will articulate how the risks they and others take can affect them and how they can minimize these effects. If you wish to exempt your child from any portions of the Health curriculum, please write a letter to the attention of the school principal requesting such exclusion.

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You and Your Family

<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>H2.2 Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.</p> <p>H8.3 Engage the support of community agencies that advocate for healthy individuals, family and communities.</p>	<ol style="list-style-type: none"> 1. Describe the various types of families 2. Explain how family today differs from families in the past 3. Understand the importance of keeping the family healthy 4. Understand how stress affects a family unit 5. Identify a variety of resources for coping with unhealthy family situations 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions • Written assessments ~ multiple choice, true/false, fill-ins and short answers 	<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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Building Healthy Relationships

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H5.1 Compare and contrast skills for communicating effectively, with family, peers and others.</p> <p>H5.2 Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community.</p> <p>H5.4 Analyze situations and demonstrate healthy ways to express needs, wants and feelings.</p> <p>H5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts.</p> <p>H5.8 Analyze the possible causes of conflict in families, among peers, and in schools and communities.</p> <p>H5.7 Demonstrate avoidance, refusal, negotiation and collaboration skills to enhance healthy relationships.</p> <p>H6.2 Demonstrate the ability to make health enhancing decisions using the collaborative decision making process.</p>	<ol style="list-style-type: none"> 1. Identify the positive and negative ramifications of steady dating 2. Understand the consequences of becoming physically intimate 3. Learn the decision making process to build a healthy relationship 4. Understand the importance of building healthy relationships 5. Identify how to communicate in healthy ways 6. Identify gender roles 7. Role play a marriage situation and decide how to compromise marital responsibilities 8. Determine the difference between emotional and physical abuse 9. Explain the cycle of abuse 10. Explain the difference between date rape and date violence 11. Explain the difference between sexual assault and sexual harassment 12. Identify the date rape drugs 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions • Steps in a relationship worksheet • Activity Cards – Agree, disagree, neutral • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Marriage Activity • Maggie’s Story 	<ul style="list-style-type: none"> • <u>Health Skills for Wellness</u>; Prentice Hall • <u>Healthy and Balanced Living Curriculum Framework</u>; 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 • http://www.teachingsexualhealth

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Male and Female Reproductive Systems

<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>H1.10 Describe and analyze the physical, mental, emotional and sexual changes that occur over a lifetime from birth to death.</p> <p>H3.2 Analyze personal health status to determine needs.</p>	<ol style="list-style-type: none"> 1. Explain secondary sex characteristics that occur during adolescence 2. Label and identify the female and male reproductive systems 3. Explain the function of the male and female reproductive systems 4. Identify self-care procedures for male and female reproductive organs 5. Recognize common disorders of the male and female reproductive systems 6. Identify physical changes during puberty 7. Understand the role of the endocrine system plays as it pertains to the reproductive system 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Label Male and Female Reproductive Systems • Ovulation video clip • Pathway of Sperm video clip • Physical change handout • Endocrine worksheet – forming sentences 	<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.teachingsexualhealth • www.metacafe.com/watch/yt-nLmg4wSHdxQ/ovulation_3d_medical_animation/ • www.youtube.com/watch?v=0pJOHRpo1Po

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Pregnancy & Birth

<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>H8.2 Support and defend a position with accurate health information.</p>	<ol style="list-style-type: none"> 1. Identify the signs of pregnancy 2. Identify the stages of conception and childbirth 3. Understand the impact of drug use on childbirth 4. Understand the dangers and ramifications of being a teen mom <ul style="list-style-type: none"> • Create a flour sack baby and care for it for 1 week 5. Differentiate between identical and fraternal twins 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions • Written assessments ~ multiple choice, true/false, fill-ins and short answers. • Miracle of Life Video and worksheet • How does smoking affect the developing fetus? • Flour sack baby 	<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.pbs.org • www.advocatesforyouth.org • http://www.teachingsexualhealth • www.discoveryeducation.com/teachers/free-lesson-plans/teen-pregnancy.cfm • Miracle of Life Video; NOVA

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STI's & Contraceptives

<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>H1.9 Research and analyze factors that increase the risk of contracting communicable and non communicable disease (e.g. HIV/AIDS, sexually transmitted diseases, cancer, heart disease).</p> <p>H3.5 Use and evaluate safety techniques to avoid and reduce injury and prevent disease.</p> <p>H8.2 Support and defend a position with accurate health information.</p> <p>H8.6 Engage others to develop health campaigns which promote care, consideration and concern for others e.g. persons living with HIV/AIDS, diabetes, cancer.</p> <p>H8.7 Analyze the power of choice with personal relationships and examine the responsibilities and consequences regarding actions/behaviors related to sexuality.</p>	<ol style="list-style-type: none"> 1. Explain common STI's and recognize the warning signs 2. Recognize that abstaining from sexual activity is the only way to avoid pregnancy, HIV infection and other STI's 3. Identify safety precautions if they choose to become sexually active 4. Recognize that risky behaviors will increase their chances of acquiring and/or spreading HIV/AIDS and other STI's; and pregnancy 5. Identify various forms of contraceptives 6. Describe the different types of help provided to AIDS patients 7. Explore attitudes and feelings about diverse individuals who have engaged in risky behaviors 8. Recognize the importance of AIDS discrimination 	<ul style="list-style-type: none"> • Note taking • Participation during class discussions • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Activity Cards – steps to using a condom properly • STI Acrostik Poem • STI Picture cards • Small group activities: <ul style="list-style-type: none"> ○ Empathy & You ○ AIDS Logic Puzzle ○ Flowchart ○ High, Low, No • Philadelphia Movie and Worksheet • Sex Jeopardy 	<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.pbs.org • www.advocatesforyouth.org • http://www.teachingsexualhealth • www.hivstopswithme.org

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Preventing and Coping with 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>H1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.</p> <p>H1.7 Assess how public health policies and government relationships can influence health promotion and disease prevention.</p> <p>H2.1 Evaluate the validity of health information and the costs of products and services.</p> <p>H2.3 Evaluate factors that may influence the personal selection of health products and services.</p> <p>H6.1 Demonstrate various strategies when making decisions to enhance health.</p>	<ol style="list-style-type: none"> 1. Identify signs of addiction, prevention techniques and treatments available for teens and family 2. Identify refusal skills and ways to handle peer pressure 3. Identify other behaviors that can be considered addiction – tanning, cell phones, shopping, drugs... 4. Explain risk factors of tanning 5. Recognize the myths and facts related to gambling 6. Recognize the dangers associated with steroid abuse and prescription drug abuse 7. Analyze the difference between addiction and withdrawal 8. List healthy alternatives to addictions 9. Recognize how to get help 	<ul style="list-style-type: none"> • Participation during class discussions • Note taking • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Small group activity – Addiction Cards • Skin Cancer Blog Video & Worksheet • You Tube clip – Dear 16 year old me – Skin cancer • Speaker – World Skin Project • Please Dad, Don't Gamble • Intervention Episode: Allison • My Strange Addiction clip • Top 10 Most addictive drugs 	<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.pbs.org • www.ccpq.org • www.worldskinproject.com • www.skincheck.org • www.kidshealth.org • www.discoveryeducation.com • www.youtube.com/watch?v=DOUsrcT3gXY • Steroids: The True Story - video

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Risky Behaviors and Driving

<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>H3.1 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>H3.3 Distinguish between safe, risky or harmful behaviors affecting themselves and others in the community.</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>	<ol style="list-style-type: none"> 1. Identify risky behaviors while driving <ul style="list-style-type: none"> • Use of alcohol or drug • Texting • Passengers 2. Identify the dangers of drinking and driving <ul style="list-style-type: none"> • Consequences • DUI vs DWI 3. Understand the impact that alcohol and other drugs have on the body 4. List the different classifications of drinkers 5. Explain refusal skills and healthy alternatives to drinking and using drugs 6. Explain the impact alcohol and drug use has on families and society 7. Aware of resources available for individuals and/or family members in need of help 8. Explain the dangers of texting and driving 	<ul style="list-style-type: none"> • Participation during class discussions • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Note taking • Small group activities: <ul style="list-style-type: none"> ○ A sobering effect on teenage drivers – blurred glasses simulation activity. ○ Bead activity – types of drinkers • The last text - documentary 	<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.lessonplancentral.com • www.dailylessonplan.com • www.pbs.org • www.youtube.com/watch?v=RHmt7Fh4kF8 • www.PSAtextingwhiledrivingUK.com

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Preventing Violence

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H5.5 Demonstrate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment, based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.</p> <p>H5.6 Prioritize and demonstrate strategies for maintaining healthy relationships and solving interpersonal conflicts.</p> <p>H5.8 Analyze the possible causes of conflict in families, among peers, and in schools and communities.</p> <p>H5.9 Demonstrate strategies used to prevent, manage and resolve conflicts in healthy ways and identify adults and peers and community resources that might assist, when appropriate.</p>	<ol style="list-style-type: none"> 1. Explain healthy alternatives to deal with a violent confrontation 2. Determine the steps used to mediate a conflict 3. Identify risk factors related to violence 4. Define zero tolerance and discrimination 5. Define the term hazing 6. Explain reasons why hazing occurs, how to counteract any escalation and how to report an incident 7. 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"> • Written assessments ~ multiple choice, true/false, fill-ins and short answers • Note taking • Participation during class discussions. • Small group work <ul style="list-style-type: none"> ○ Hazing Incidents • Oprah ~ Hazing Video – reflection paper 	<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 <p>CPR/ECC Guidelines: http://eccguidelines.heart.org/</p>

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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. 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. Demonstrate ball handling skills <ul style="list-style-type: none"> • Figure eights • Funnel • Pretzels • Dribbling relays 3. Understanding about passing <ul style="list-style-type: none"> • Chest, Overhead, Bounce • Skip • Passing relays 4. Demonstrate how to shoot a basketball <ul style="list-style-type: none"> • Free throws • Under the basket 5. 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; 5 V 5 	<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, Standards for Physical Education 2006 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org

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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. 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. Catch and cradle the ball while moving <ul style="list-style-type: none"> • Keep a loose grip with the upper hand • Rock the crosse back and forth with a smooth motion • Upper body should face in coming ball • Give with the ball at contact to cushion • Begin cradle immediately after catching it 3. 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 through • After release the cross should point at the target 4. Scoop the ball <ul style="list-style-type: none"> • Bend the knees, crouch upper body • Right foot forward on the scoop • Contact ground with head of cross 1-2 inches in front of the ball • Scoop ball into pocket with a shoveling motion 5. Participate in modified game situation <ul style="list-style-type: none"> • End zone lacrosse • Possession lacrosse • Lacrosse game 	<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, Standards for Physical Education and Health, 2006

10th Grade Wellness

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. 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. 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. 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 through in the direction of the kick • Triple shoot drill • Target shoot • Pressure shooting • Line shoot 4. Participate in a soccer game <ul style="list-style-type: none"> • Offensive and defensive strategies • Alley soccer • Sideline soccer • Pin soccer • Regulation game 	<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, Standards for Physical Education 2006 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics

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Softball

<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>H9.5 Participate in a wide variety of activities, including dance, games, sports and lifetime physical activities.</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. Demonstrate offensive and defensive skills <ul style="list-style-type: none"> • Throw and catch with a partner • Fielding with a partner • Hitting in small groups (wiffle ball and bat) • Home run derby 2. Apply scoring, rules and game procedures to a game situation <ul style="list-style-type: none"> • Pitch underhand • 6 outs in an inning • 3 strikes in an out • Foul ball • Force vs. Tag out 3. Explain a forced play and it's ramifications on offense and defense <ul style="list-style-type: none"> • Know which base to throw to • Turn double play • Anticipate what will happen before it happens 4. Implement strategies and concepts in a game situation <ul style="list-style-type: none"> • Field positioning • Getting the lead runner out • Game 	<ul style="list-style-type: none"> • Written assessment – identify correct field positions and answer multiple choice and true/false questions concerning rules and strategies 	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics

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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. 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. Experiment with trick catches <ul style="list-style-type: none"> • Behind the back • Between the legs 3. Experiment different ways to pass the disc <ul style="list-style-type: none"> • Skip • Between legs • Behind the back • Backhand or forehand • Overhead 4. Demonstrate knowledge of strategies <ul style="list-style-type: none"> • Man to man defense • Zone defense • Offensive positioning • Offensive movement • Frisbee golf lead up game • Participate in ultimate Frisbee game 	<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, Standards for Physical Education and Health, 2006

10th Grade Wellness

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. Demonstrate the overhand serve <ul style="list-style-type: none"> • Use forward stride, knees bent • Open hand, contact with palm, snap wrist down • Serve to a wall; Serve over net with partner 2. Demonstrate the overhead pass (set) in a game situation to set up teammate <ul style="list-style-type: none"> • Soft fingers; Triangle • Contact above forehead, hands at hairline • Elbows bend and then straighten 3. Execute the spike <ul style="list-style-type: none"> • Open hand • Contact above head, slightly in front of body • Elbows straight • Drill on bleachers 4. Decide the proper skill to be used according to the height of the ball to be received during a game and pass to a partner <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. Demonstrate skills of volleyball during a game situation <ul style="list-style-type: none"> • Participate in small lead up game – King & Queen • Participate in large group game 	<ul style="list-style-type: none"> • Spike 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, Standards for Physical Education 2006 • Gozansky, Sue, <u>Championship Volleyball Techniques and Drills</u>; Parker Publishing Company Inc

10th Grade Wellness

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. Demonstrate basic skills and techniques <ul style="list-style-type: none"> • The serve • The grip • Ready position • Overhand/underhand strokes 2. Demonstrate offensive strategies <ul style="list-style-type: none"> • The hair pin • The smash 3. Demonstrate defensive strategies <ul style="list-style-type: none"> • The lob • Court positioning 4. Increase their knowledge of game rules and service rotations <ul style="list-style-type: none"> • Rally scoring • Game played to 21 must win by 2 • Service always begins on the right • Round Robin Tournament • Quickie games 	<ul style="list-style-type: none"> • Skill rubric on game play • Written quiz on rules, strategies and skills of 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 and Health, 2004 • 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

10th Grade Wellness

Weight Training

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<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. 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. Demonstrate proper technique in executing weight lifting exercises <ul style="list-style-type: none"> • Cable machines • Free weights 4. 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, Standards for Physical Education 2006

10th Grade Wellness

Lifelong Fitness Activities

<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>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. Introduce lifelong fitness activities <ul style="list-style-type: none"> ○ Archery ○ Tennis ○ Golf 2. Archery <ul style="list-style-type: none"> ● Learn the commands when shooting an arrow in ● Participate in a safe environment ● Practice shooting at a target 3. Tennis <ul style="list-style-type: none"> ● Demonstrate the grip ● Demonstrate the proper strokes used in a rally – forehand/backhand 4. Golf <ul style="list-style-type: none"> ● Follow safety guidelines ● Learn basic golf skills and terminology 5. Understand how lifelong physical fitness activity can benefit your overall health 	<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 ● State of Connecticut, State Board of Education, Standards for Physical Education 2006 ● Tantalo, Victor; <u>USA Tennis Course</u>; USA Publishers ● Golf Digest; Hugh Lauter Levin Associates, Inc. ● www.p.e.central.org ● www.teaching.monster.com/training/articles/2746-6-8-shooting-for-archery-ttrivia ● www.spencer.k12.ia.us/highschool ● www.beaconlearningcenter.com ● www.p.e.central.org

10th Grade Wellness

Pickleball

<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. Students will demonstrate basic skills and techniques <ul style="list-style-type: none"> • Forehand vs backhand strokes • The grip • Footwork 2. Students will be able to demonstrate offensive strokes <ul style="list-style-type: none"> • The serve • Smash • Drop • Drive 3. Students will be able to demonstrate defensive strokes <ul style="list-style-type: none"> • The clear • Returning the serve • Ready position 4. Students will have basic knowledge of pickle ball rules <ul style="list-style-type: none"> • Underhand serve, one foot behind the line • Hit ball in air on the serve • Serve is diagonal into service box • Serve must bounce before the return • Score only when serving • Game played to 11 points, win by 2 5. Students will engage in simulated games <ul style="list-style-type: none"> • Round robin tournament • Quickie games 	<ul style="list-style-type: none"> • Written assessment on rules, terminology and strategies – multiple choice and true/false questions • Observation grade based on strategy implementation during game play 	<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 and Health, 2004 • www.p.e.central.org • www.pickleball.com

10th Grade Wellness

Pacing Guide

<i>DATE</i>	<i>Wellness 10</i>
SEPTEMBER	CT Physical Fitness Testing Prep Soccer Ultimate Frisbee
OCTOBER	CT Physical Fitness Testing – cont. Lacrosse
NOVEMBER	Volleyball Pickleball
DECEMBER	Badminton Basketball
JANUARY	Weightroom You and your family Building Healthy Relationships
FEBRUARY	Male & Female Reproductive System STI's & Contraceptives
MARCH	Pregnancy & Birth Preventing and Coping with Addictions
APRIL	Risky behaviors and driving Preventing Violence Softball
MAY	Softball – Cont. Lifelong Fitness Activities (Archery, Tennis)
JUNE	Lifelong Fitness Activities (Golf)

10th Grade Wellness

Essential Questions

1. What is the importance of building healthy relationships?
2. What are the functions of the male and female reproductive system?
3. What are stages of pregnancy, the impact of drug use during pregnancy and the dangers of being a teen mother?
4. What is the connection between Sexually Transmitted Infections and contraceptives?
5. What is the connection between AIDS and HIV?
6. What are the stages of addiction?
7. What is the impact of drinking and driving teens, family members and society?
8. What can you do to prevent sun cancer?
9. What types of strategies are used to prevent violence?
10. What are the CT physical fitness components and why are they important for overall health.
11. What are the physical fitness benefits of participating in a physically active sport (soccer, ultimate frisbee, lacrosse, badminton, basketball, weight room, volleyball, pickleball, softball) every day?

10th Grade Wellness

Skill Objectives

1. Students will be able to describe the importance of healthy relationships and will understand the consequences of becoming physically intimate.
2. Students will be able to label and identify the parts of the male and female reproductive anatomy.
3. Students will be able to explain the positive and negative health effects of pregnancy.
4. Students will be able to explain the importance of abstinence and how being physically intimate can lead to sexually transmitted infections including AIDS & HIV.
5. Students will be able to evaluate the influence of alcohol and other drugs on sexual behavior.
6. Students will be able to identify the stages of addiction and list treatments available.
7. Students will be able to identify the ramifications of drinking and driving.
8. Students will be able to summarize personal strategies for minimizing potential harm from exposure to the sun.
9. Students will be able to identify healthy alternatives for preventing violence.
10. Students will demonstrate the basic sport skills and will explain the fitness benefits.
11. Students will understand the importance of lifelong fitness activities.
12. Students will be able to explain the four fitness components and give an example of each.