

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Physical Education	Course Number: (9) 6610, (10) 6620, (11) 6630, (12) 6640
Department: Physical Education	Grade(s): 9-12
Level(s): None	Credit: ½
<p>Course Description Students' participation in the physical education program leads to the development of their physical, social, and emotional well-being. Activities include fitness, team sports, individual and dual sports. Physical education courses include instruction that strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. This course is required for graduation.</p>	
<p>Required Instructional Materials</p> <ul style="list-style-type: none"> • Sport specific equipment and supplies 	<p>Completion/Revision Date</p> <p>Revisions Approved by Board of Education on November 19, 2007.</p>

Mission Statement of the Curriculum Management Team

The mission of the Physical Education Department is to ensure that students are provided with experiences that enable them to make healthy choices, developing the best possible levels of fitness and a variety of activity skills. The educated student recognizes the importance of balancing the physical, emotional, and social components of a lifetime wellness program.

Enduring Understandings for the Course

- Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.
- Positive decision making about fitness contributes to a healthy lifestyle.
- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.

LEARNING STRAND

1.0 Physical Education Skills: Fitness, Responsible Behavior and Safety, Respect for Differences, and Benefits of Physical Activity

NOTE: This learning strand should be taught through the integration of the other learning strands. This learning strand is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.
- Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.
- Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and social interactions.
- Positive decision making about fitness contributes to a healthy lifestyle.

ESSENTIAL QUESTION(S)

- What are characteristics of good sportsmanship?
- What role does cooperation play in physical activities/sports?
- Why is respect for individual differences so important?
- How can individual differences enhance and contribute to group productivity?
- How can physical activity/sports provide a wide range of lifelong benefits?
- How does physical education enhance total well-being—social, mental, emotional and physical?
- How do you measure one's physical fitness?
- How do you maintain physical fitness?
- Why is physical fitness important?

LEARNING OBJECTIVES The student will:

- 1.1 Demonstrate the importance of proper warm-up, stretching, conditioning, and cool down techniques in various activities.
- 1.2 Explain proper rules and etiquette in sport and activities.
- 1.3 Identify examples of poor sportsmanship and etiquette and determine what the consequences are.
- 1.4 Demonstrate the role of safe participation in activities.
- 1.5 Compare and contrast leadership roles amongst teams and their effect on success.
- 1.6 Examine alternative methods to achieve a personal and /or team skill.
- 1.7 Identify the contributions that individual differences add to various activities.
- 1.8 Demonstrate when to make selected adjustment in personal performance to allow a successful experience for others.
- 1.9 Organize team in respect to skill level to help create a successful team concept.

INSTRUCTIONAL SUPPORT MATERIALS

- Activity and facility specific
- See other learning strands
- Timing devices

SUGGESTED INSTRUCTIONAL STRATEGIES

- See other learning strands for integration
- Cooperative games
- Adventure games
- Class discussions
- Modeling – peer, teacher and video
- Discuss current events in sporting world
- Video analysis
- Research using print and non-print resources

SUGGESTED ASSESSMENT METHODS

- Video analysis
- Peer assessments
- Group activities
- Teacher observations
- Quizzes/tests
- Self-assessments

- 1.10 Analyze any changes in fitness levels and indicate any benefits gained.
- 1.11 Determine the role that fitness plays in a healthier, more productive lifestyle.
- 1.12 Recognize potential activities that may enhance personal fitness.
- 1.13 Discuss new trends in fitness and how to evaluate them.
- 1.14 Analyze ways in which drug use influences your health.

- Physical fitness testing

LEARNING STRAND

2.0 Invasion Activities / Team Games

ENDURING UNDERSTANDING(S)

- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.

ESSENTIAL QUESTION(S)

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How do you move efficiently and safely within a physical setting?
- How does your movement affect performance?

LEARNING OBJECTIVES – The student will:

2.1 Demonstrate appropriate passing and advancing techniques

- soccer – inside of foot, outside of foot, top of foot, one touch, dribbling
- lacrosse – overhead, side, backhand, toss passes, cradling
- Ultimate Frisbee – backhand, forehand, hook and behind the back, skip pass
- Basketball – chest, overhand, bounce, lob, baseball pass, dribbling
- Flag football – forward, lateral, carrying
- Softball – overhand, underhand, toss, flip, base running
- Others

2.2 Demonstrate appropriate receiving techniques

- soccer – inside, outside, chest, head traps
- lacrosse – jab, mouse trap, pull scoop
- Ultimate Frisbee – one hand, two hand, finger tap, between the legs
- Basketball – two hand catch
- Flag football – two hand catch
- Softball – two hand catch, fielding
- Others

2.3 Apply rules and regulations related to invasion games/activities.

2.4 Apply offensive and defensive strategies to games/activities

- soccer - move to open spaces, player to player vs. zone defense, give and go
- lacrosse - move to open spaces, player

INSTRUCTIONAL SUPPORT MATERIALS

- Activity and facility specific
- Soccer equipment, lacrosse equipment, Frisbees, basketballs, flag football equipment, softball equipment, etc.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Skill drills
- Small sided games
- Modified games
- Tournaments
- Video analysis
- Attend and analyze a physical activity outside of school
- Modeling – peer, teacher, videotape
- Field trips

SUGGESTED ASSESSMENT METHODS

- Video analysis
- Peer assessment
- Group projects
- Teacher observations
- Quizzes/tests
- Motor skill assessment/performance
- Self-assessments

<p>to player vs. zone defense, give and go</p> <ul style="list-style-type: none">○ Ultimate Frisbee - move to open spaces, player to player vs. zone defense, give and go○ Basketball - move to open spaces, player to player vs. zone defense, give and go○ Flag football - move to open spaces, player to player vs. zone defense○ Softball – force out vs. tag play, sacrifice○ Others <p>2.5 Recognize the correct skill (catching, passing, offensive and defensive) to perform at the appropriate time.</p>	
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LEARNING STRAND

3.0 Net and Racquet Activities

ENDURING UNDERSTANDING(S)

- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.
- Rules and etiquette in physical activities/sports can make the experience both enjoyable and successful.

ESSENTIAL QUESTION(S)

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How do you move efficiently and safely within a physical setting?
- How does your movement affect performance?

LEARNING OBJECTIVES – The student will:

3.1 Demonstrate successful serving techniques.

- Tennis
- Badminton
- Pickle ball
- Paddle ball
- Volleyball
- Other

3.2 Demonstrate successful forehand and backhand techniques.

3.3 Apply rules and regulations related to net and racquet activities.

3.4 Apply offensive and defensive strategies to net and racquet activities.

3.5 Recognize the correct skill (serving, forehand, backhand, passing, offensive and defensive) to perform at the appropriate time.

INSTRUCTIONAL SUPPORT MATERIALS

- Activity and facility specific
- Tennis equipment, badminton equipment, pickleball equipment, paddleball equipment, volleyball equipment, etc.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Skill drills
- Small sided games
- Modified games
- Tournaments
- Video analysis
- Attend and analyze a physical activity outside of school
- Modeling – peer, teacher, videotape
- Field trips

SUGGESTED ASSESSMENT METHODS

- Video analysis
- Peer assessment
- Group projects
- Teacher observations
- Quizzes/tests
- Motor skill assessment/performance
- Self-assessments

LEARNING STRAND

4.0 Individual Activities

ENDURING UNDERSTANDING(S)

- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.
- Positive decision making about fitness contributes to a healthy lifestyle.

ESSENTIAL QUESTION(S)

- Why is the development of motor skills essential?
- How do you move efficiently and safely within a physical setting?
- How does your movement affect performance?
- How do you measure one's physical fitness?
- How do you maintain physical fitness?
- Why is physical fitness important?

LEARNING OBJECTIVES – The student will:

- 4.1 Choose various resistance training exercises for the corresponding body part.
- Resistance training
 - Personal fitness
 - Dance
 - Aerobics
- 4.2 Compare various resistance training exercises.
- 4.3 Identify programs and equipment related to fitness.
- 4.4 Evaluate programs, facilities, and equipment related to fitness in order to becoming a well-educated consumer.
- 4.5 Calculate target, maximum and resting heart rates and determine their role in determining aerobic fitness.
- 4.6 Develop a fitness program that is goal specific.
- 4.7 Conclude that proper repetitive technique will improve performance.
- 4.8 Compare movement patterns in various activities.
- Aquatics (Sheehan only)**
- 4.9 Demonstrate appropriate stroke techniques.
- 4.10 Demonstrate appropriate survival skills.
- 4.11 Demonstrate safety and rescue skills.
- 4.12 Conclude that proper repetitive technique will improve performance.

INSTRUCTIONAL SUPPORT MATERIALS

- Activity and facility specific
- Resistance training equipment, a/v equipment, mats
- Kick boards, pull buoys

SUGGESTED INSTRUCTIONAL STRATEGIES

- Skill drills
- Small sided games (aquatics)
- Modified games (aquatics)
- Video analysis
- Modeling – peer, teacher, videotape
- Design and perform class performance
- Personal fitness profile
- Field trips

SUGGESTED ASSESSMENT METHODS

- Video analysis
- Peer assessment
- Group projects
- Teacher observations
- Quizzes/tests
- Motor skill assessment/performance
- Self-assessments
- Physical fitness testing

LEARNING STRAND

5.0 Target Activities

ENDURING UNDERSTANDING(S)

- Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports.
- Efficient movement improves performance.
- Physical movement can be creative, enjoyable and individually rewarding.

ESSENTIAL QUESTION(S)

- Why is the development of motor skills essential?
- Why are skills and game knowledge important to participate in physical activities/sports?
- How do you move efficiently and safely within a physical setting?
- How does your movement affect performance?

LEARNING OBJECTIVES – The student will:

- 5.1 Demonstrate proper skills (aim and release, loading equipment, stance, follow through, swing, etc.)
 - Golf
 - Archery
 - Recreation Games (Bocce, Horseshoes, Shuffleboard, croquet, etc.)
 - Other
- 5.2 Apply rules and regulations related to target activities.
- 5.3 Demonstrate care and proper use of equipment.
- 5.4 Demonstrate safe practices related to target activities.

INSTRUCTIONAL SUPPORT MATERIALS

- Activity and facility specific
- Golf equipment, archery equipment, bocce equipment, horseshoe equipment, shuffleboard equipment, croquet equipment, etc.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Skill drills
- Small sided games
- Modified games
- Tournaments
- Video analysis
- Modeling – peer, teacher, videotape
- Field trips

SUGGESTED ASSESSMENT METHODS

- Video analysis
- Peer assessment
- Teacher observations
- Quizzes/tests
- Motor skill assessment/performance
- Self-assessments