

# Windham School District



**K-12**

## ***Physical Education/Human Performance Curriculum***

Approved by the Windham School Board on 4/6/2021

# WINDHAM SCHOOL DISTRICT

## K - 12 Physical Education/Human Performance Curriculum

### TEAM

Lauri Putnam	GBS	Stephen Sierpina	WHS Principal
Ryan Bartlett	GBS	Michael McCaffrey	WHS, Director of Athletics
Joni Matthews	WCS	Susan Veilleux	WHS, Director of Fine Arts
Zachary Weilbrenner	WCS	Dr. Kori Alice Becht	Assistant Superintendent of Schools
Sarah Yandow	WMS		
Mark Cherbonneau	WMS		
Helen Noel	WMS		
Jack Byrne	WHS		
Todd Steffanides	WHS		
Anne Haky	WHS		
Brian Fillion	WHS		
Jill Bartlett	WHS		

# WINDHAM SCHOOL DISTRICT

## Physical Education/Human Performance Philosophy Grades K - 12

The Physical Education district staff collectively recognizes the importance of balancing all the needs that our students present, at each stage of development, and as they progress through those stages. The physical education staff is dedicated to providing skills, knowledge and attitudes that will help them attain optimal physical fitness and wellness. In addition to the importance of cognitive learning objectives, the experience of being physically active is imperative for students' daily needs and to establish the intrinsic appreciation for a life long, active, and healthy lifestyle.

**Mission Statement:** To empower and educate students to engage in a healthy and active lifestyle.

The progression of Physical Education Taxonomy (similar to Bloom's Taxonomy) is as follows:

<b>GBS</b>	<b>Students move to succeed</b>
<b>GBS/WCS</b>	Students move to succeed <b>Students begin to understand why</b>
<b>GBS/WCS/WMS</b>	Students move to succeed Students begin to understand why <b>Students plan and reflect on understanding and success</b>
<b>GBS/WCS/WMS/WHS</b>	Students move to succeed Students begin to understand why Students plan and reflect on understanding and success <b>Students use their experience for independent application in their lives</b>

*Health is offered as a class in grades 6-8. We teach health as an embedded unit in grade 5. For further information on health topics taught in grades 6-8, please reference the Windham School District Health Curriculum.*

Title of Curriculum: K Physical Education

Unit Name	What	Why	How
Spatial Awareness/ Safety	<ul style="list-style-type: none"> <li>● Personal awareness while stationary and while moving</li> <li>● Respect for self, others, equipment and playing environment</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move and play in a safe, friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Locomotor	<ul style="list-style-type: none"> <li>● Hopping, Skipping, Jumping, Galloping</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Throwing	<ul style="list-style-type: none"> <li>● Underhand throwing</li> <li>● Overhand throwing</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to understand the difference between an overhand and underhand throw</li> <li>● Being able to participate in a variety of games</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Striking with short implements	<ul style="list-style-type: none"> <li>● Holding a short implement properly</li> <li>● Striking with a short implement</li> <li>● Introducing offense and defense</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to understand offense and defense</li> <li>● Being able to control a ball with an implement</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Cooperation/ Creativity	<ul style="list-style-type: none"> <li>● Working together to build towers and play areas</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to work together</li> <li>● Being able to problem solve</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Elementary Gymnastics	<ul style="list-style-type: none"> <li>● Students will be able to complete balancing, flexibility, weight bearing, manipulative, body awareness, and locomotor activities individually and with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● To improve and understand strength, flexibility and balance are essential for overall good health</li> </ul>	<ul style="list-style-type: none"> <li>● Variety of stations and activities</li> </ul>
Playground Games/Recreational Games	<ul style="list-style-type: none"> <li>● 4 Square with balloons</li> <li>● Jump the River</li> <li>● Crossway</li> <li>● Tag</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in a physically active lifestyle</li> <li>● To work cooperatively</li> <li>● To socialize in acceptable ways</li> <li>● Understand rules and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>

Title of Curriculum: Grade 1 Physical Education

Unit Name	What	Why	How
Spatial Awareness /Safety	<ul style="list-style-type: none"> <li>● Personal and group safety and awareness in space</li> <li>● Respect yourself, respect others, equipment and environment</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move and play in a safe, friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Locomotor	<ul style="list-style-type: none"> <li>● Skipping, Hopping, Jumping, Galloping, Sliding</li> <li>● Pathways, Levels</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Throwing	<ul style="list-style-type: none"> <li>● Students will be able to use proper underhand and overhand throwing technique</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>● Students will know that healthy foods are beneficial for well being</li> <li>● Students will know that there are 5 basic food groups and the benefits of each group</li> </ul>	<ul style="list-style-type: none"> <li>● To maintain a healthy lifestyle</li> <li>● To help them make good food choices</li> <li>● To distinguish between healthy options and treats</li> </ul>	<ul style="list-style-type: none"> <li>● Stories and activities</li> </ul>
Short and Long Implements/ Striking	<ul style="list-style-type: none"> <li>● Holding a short/long implement properly</li> <li>● Striking with a short /long implement</li> <li>● Introducing offense and defense</li> </ul>	<ul style="list-style-type: none"> <li>● To properly hold a paddle, racket or stick while playing a variety of games</li> <li>● To learn rules of a game</li> <li>● To introduce offense and defense in order to play a variety of games</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>● Students will be able to complete balancing, flexibility, weight bearing, manipulative, body awareness, and locomotor activities individually and with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● To improve and understand strength, flexibility and balance are essential for overall good health</li> </ul>	<ul style="list-style-type: none"> <li>● A variety of stations and activities</li> </ul>

Dribbling/Shooting	<ul style="list-style-type: none"> <li>● Dribbling a variety of balls with proper technique</li> <li>● Shooting at various targets and heights with proper technique</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to participate in dribbling and shooting games to enhance physical activity</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Playground games	<ul style="list-style-type: none"> <li>● 4 Squares</li> <li>● Foxtails</li> <li>● Jump the River</li> <li>● Crossway</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in a physically active lifestyle</li> <li>● To work cooperatively</li> <li>● To socialize in acceptable ways</li> <li>● Understand rules and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Jump Rope	<ul style="list-style-type: none"> <li>● Jumping single ropes</li> <li>● Jumping long ropes</li> <li>● Jump a variety of objects</li> <li>● Swinging properly</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in a physically active lifestyle</li> <li>● To work cooperatively</li> <li>● To socialize in acceptable ways</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Track and Field	<ul style="list-style-type: none"> <li>● Running events</li> <li>● Throwing events</li> <li>● Jumping events</li> </ul>	<ul style="list-style-type: none"> <li>● To understand movement concepts, principals, strategies and tactics</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> </ul>

Title of Curriculum: Grade 2 Physical Education

Unit Name	What	Why	How
Spatial Awareness /Safety	<ul style="list-style-type: none"> <li>● Personal and group safety and awareness in space</li> <li>● Respect yourself, respect others, equipment and environment</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move and play in a safe, friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Locomotor	<ul style="list-style-type: none"> <li>● Skipping, Hopping, Jumping, Galloping, Sliding</li> <li>● Pathways, Levels</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to move in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Throwing	<ul style="list-style-type: none"> <li>● Students will be able to use proper underhand and overhand throwing technique</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>● Students will know that healthy foods are beneficial for well being</li> <li>● Students will know that there are 5 basic food groups and the benefits of each group</li> </ul>	<ul style="list-style-type: none"> <li>● To maintain a healthy lifestyle</li> <li>● To help them make good food choices</li> <li>● To distinguish between healthy options and treats</li> </ul>	<ul style="list-style-type: none"> <li>● Stories and activities</li> </ul>
Short and Long Implements/ Striking	<ul style="list-style-type: none"> <li>● Holding a short/long implement properly</li> <li>● Striking with a short /long implement</li> <li>● Introducing offense and defense</li> </ul>	<ul style="list-style-type: none"> <li>● To properly hold a paddle, racket or stick while playing a variety of games</li> <li>● To learn rules of a game</li> <li>● To introduce offense and defense in order to play a variety of games</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>● Students will be able to complete balancing, flexibility, weight bearing, manipulative, body awareness, and locomotor activities individually and with a partner</li> </ul>	<ul style="list-style-type: none"> <li>● To improve and understand strength, flexibility and balance are essential for overall good health</li> </ul>	<ul style="list-style-type: none"> <li>● A variety of stations and activities</li> </ul>

Dribbling/Shooting	<ul style="list-style-type: none"> <li>● Dribbling a variety of balls with proper technique</li> <li>● Shooting at various targets and heights with proper technique</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to participate in dribbling and shooting games to enhance physical activity</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Playground games	<ul style="list-style-type: none"> <li>● 4 Squares</li> <li>● Foxtails</li> <li>● Jump the River</li> <li>● Crossway</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in a physically active lifestyle</li> <li>● To work cooperatively</li> <li>● To socialize in acceptable ways</li> <li>● Understand rules and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>● Games &amp; activities</li> </ul>
Jump Rope	<ul style="list-style-type: none"> <li>● Jumping single ropes</li> <li>● Jumping long ropes</li> <li>● Jump a variety of objects</li> <li>● Swinging properly</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in a physically active lifestyle</li> <li>● To work cooperatively</li> <li>● To socialize in acceptable ways</li> </ul>	<ul style="list-style-type: none"> <li>● Games &amp; activities</li> </ul>
Track and Field	<ul style="list-style-type: none"> <li>● Running events</li> <li>● Throwing events</li> <li>● Jumping events</li> </ul>	<ul style="list-style-type: none"> <li>● To understand movement concepts, principals, strategies and tactics</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> </ul>

Title of Curriculum: Grade 3 Physical Education

Unit Name	What	Why	How
Throwing/Catching	<ul style="list-style-type: none"> <li>● Students will be able to use proper overhand throwing technique within a dynamic environment</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Sports Related	<ul style="list-style-type: none"> <li>● Students will be introduced to the skills and rules of various sports related activities</li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Striking with Implement	<ul style="list-style-type: none"> <li>● Students will begin to combine fundamental striking skills in more dynamic activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Fitness Related, Nutrition and Goal Setting	<ul style="list-style-type: none"> <li>● Students will understand the importance of the different food groups and the effect they have on the body</li> <li>● Student will set goals to make healthier food and activity choices for overall well being</li> </ul>	<ul style="list-style-type: none"> <li>● To maintain a healthy lifestyle</li> <li>● To help them make good food choices</li> <li>● To distinguish between healthy options and treats</li> </ul>	<ul style="list-style-type: none"> <li>● Stories and activities</li> </ul>
Dance/Rhythm	<ul style="list-style-type: none"> <li>● Students will learn and practice rhythms, patterns and movement concepts</li> </ul>	<ul style="list-style-type: none"> <li>● To increase body awareness to transfer a multitude of lifelong skills and activities</li> </ul>	<ul style="list-style-type: none"> <li>● Games, activities and cultural dances</li> </ul>
Recreational Activities	<ul style="list-style-type: none"> <li>● Students will practice the skills and rules to a variety of lifelong recreational activities</li> <li>● Students will practice self-refereeing of a game</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify the many benefits of recreational activities for lifelong skills and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>● Games activities</li> </ul>

Title of Curriculum: Grade 4 Physical Education

Unit Name	What	Why	How
Throwing/Catching	<ul style="list-style-type: none"> <li>Students will be able to use proper overhand throwing technique within a dynamic environment</li> </ul>	<ul style="list-style-type: none"> <li>Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Games and activities</li> </ul>
Sports Related	<ul style="list-style-type: none"> <li>Students will be introduced to the skills and rules of various sports related activities</li> </ul>	<ul style="list-style-type: none"> <li>To increase understanding of rules/skills to be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Games and activities</li> </ul>
Striking with Implement	<ul style="list-style-type: none"> <li>Students will be introduced to the skills and rules of various sports related activities</li> </ul>	<ul style="list-style-type: none"> <li>To increase understanding of rules/skills to be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Games and activities</li> </ul>
Fitness Related, Nutrition and Goal Setting	<ul style="list-style-type: none"> <li>Students will understand the importance of the different food groups and the effect they have on the body</li> <li>Student will set goals to make healthier food and activity choices for overall well being</li> </ul>	<ul style="list-style-type: none"> <li>To maintain a healthy lifestyle</li> <li>To help them make good food choices</li> <li>To distinguish between healthy options and treats</li> </ul>	<ul style="list-style-type: none"> <li>Stories and activities</li> </ul>
Dance/Rhythm	<ul style="list-style-type: none"> <li>Students will learn and practice rhythms, patterns and movement concepts</li> </ul>	<ul style="list-style-type: none"> <li>To increase body awareness to transfer a multitude of lifelong skills and activities</li> </ul>	<ul style="list-style-type: none"> <li>Games and activities and cultural dance practices</li> </ul>
Recreational Activities	<ul style="list-style-type: none"> <li>Students will practice the skills and rules to a variety of lifelong recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the many benefits of recreational activities for lifelong skills and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Games and activities</li> </ul>

Title of Curriculum: Grade 5 Physical Education

Unit Name	What	Why	How
Throwing and Catching	<ul style="list-style-type: none"> <li>● Students will be able to use proper overhand throwing technique within a dynamic environment</li> <li>● Students will understand the importance of dominant and non dominant hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Sports Related Activities	<ul style="list-style-type: none"> <li>● Students will be introduced to the skills and rules of various sports related activities</li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Fitness Related Activities	<ul style="list-style-type: none"> <li>● Students will understand the importance of the different food groups and the effect they have on the body</li> <li>● Student will set goals to make healthier food and activity choices for overall well being</li> </ul>	<ul style="list-style-type: none"> <li>● To maintain a healthy lifestyle</li> <li>● To help them make good food choices</li> <li>● To distinguish between healthy options and treats</li> </ul>	<ul style="list-style-type: none"> <li>● Stories and activities</li> </ul>
Recreational Activities	<ul style="list-style-type: none"> <li>● Students will practice the skills and rules to a variety of lifelong recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify the many benefits of recreational activities for lifelong skills and enjoyment</li> <li>● Students will have the opportunity to become familiar with games that they can participate in for life</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Striking with an Implement	<ul style="list-style-type: none"> <li>● Students will be introduced to the skills and rules of various sports related activities</li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>

Title of Curriculum: Grade 5 Physical Education (Health Unit)

Unit Name	What	Why	How
Nutrition	<ul style="list-style-type: none"> <li>● ChooseMyPlate.gov guidelines</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the benefits of healthful eating</li> <li>● Selecting variety &amp; portions of foods consistent with the ChooseMyPlate.gov guide</li> </ul>	<ul style="list-style-type: none"> <li>● Google slides presentation</li> <li>● Use of videos</li> <li>● Use of games</li> </ul>
Nicotine	<ul style="list-style-type: none"> <li>● Types of nicotine products</li> <li>● Addictive nature of nicotine</li> <li>● Reasons people choose to use nicotine products</li> <li>● Legal consequences of underage nicotine use.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the addictive effects of nicotine</li> <li>● Identify the risks of different types of nicotine products (cigarettes, cigars, chewing tobacco, hookahs)</li> </ul>	<ul style="list-style-type: none"> <li>● Google slides presentation</li> <li>● Use of videos</li> </ul>
Concussion Prevention	<ul style="list-style-type: none"> <li>● Signs and symptoms of a concussion</li> <li>● Ways to prevent/avoid concussions (difference in activities)</li> <li>● Understanding long-term effects of concussions</li> </ul>	<ul style="list-style-type: none"> <li>● To keep themselves and others from getting head injuries</li> <li>● To know proper equipment needed for specific sports/activities</li> </ul>	<ul style="list-style-type: none"> <li>● Review protocol</li> <li>● Use of videos</li> </ul>

# Windham School District Curriculum

## Content Topic: Motor Skills & Movement Patterns K-5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● S1.E1-6 Locomotion</li> <li>● S1.E7-12 Non Locomotor skills</li> <li>● S1.E13-27 Manipulative</li> </ul>	<i>Transfer</i>	
	Students will demonstrate competency in fundamental motor skills and selected combinations of skills, while participating in a variety of daily activities.	
	<i>Meaning</i>	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Bodies occupy space and are capable of moving safely.</li> <li>● They are able to move in a variety of ways.</li> <li>● How to manipulate a variety of objects with a variety of implements.</li> </ul>	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is self space important?</li> <li>● What are some different ways in which you can move?</li> <li>● What types of games involve throwing, catching, striking or kicking?</li> <li>● Why is it important to enhance your strength, flexibility and balance?</li> </ul>
	<i>Acquisition</i>	
<ul style="list-style-type: none"> <li>● Students will know how to hop, jump, skip, gallop, slide, jog, run, while maintaining balance.</li> <li>● Students will know how to transfer weight, stretch, and twist and bend.</li> <li>● Students will know how to throw underhand, throw overhand, catch, dribble, pass and receive with feet, kick, strike with a short and long implement.</li> </ul>		

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Social Skills</li> <li>● Technology</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENTS: Teacher Observation, Check-Ins
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: Concepts & Strategies K-5

### Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> <li>● Movement Concepts S2.E1-5</li> </ul>	<i>Transfer</i>	
	Students will be able to apply knowledge of concepts, principles, strategies and tactics related to movement and performance in a variety of daily activities.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>● how to safely move through space</li> <li>● pathways, shapes and levels</li> <li>● speed, direction and force</li> <li>● strategies and tactics</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is it important to know where your body is in space?</li> <li>● Why is it important to be able to move your body in a variety of ways?</li> <li>● Why is it important to know a variety of strategies and tactics?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the difference between forward and backwards, near and far</li> <li>● when to use different pathways, shapes and levels</li> <li>● when to apply different speeds and force</li> <li>● when to apply strategies and tactics</li> </ul>		
<i>Used in Content Area Standards</i>		<i>21<sup>st</sup> Century Skills</i>
		<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Social Skills</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● teacher observation</li><li>● peer feedback</li><li>● quick check-ins</li></ul>
	OTHER EVIDENCE:

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## Content Topic: Health & Fitness K-5

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> <li>● S3.E1 Physical Activity Knowledge</li> <li>● S3.E2 Engages in Physical Activity</li> <li>● S3.E3-5 Fitness Knowledge</li> <li>● S3.E6 Nutrition</li> </ul>	<i>Transfer</i>		
	Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in all aspects of life.		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● being physically active is a lifelong goal</li> <li>● being physically active enhances lifelong health and well being</li> <li>● there are 5 basic food groups each with different benefits</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the benefits of physical activity?</li> <li>● What are some physical activities that you enjoy and are able to participate in whether formally or informally?</li> <li>● Why is it important to make healthy food choices?</li> </ul> </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● being physically active is a lifelong goal</li> <li>● being physically active enhances lifelong health and well being</li> <li>● there are 5 basic food groups each with different benefits</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the benefits of physical activity?</li> <li>● What are some physical activities that you enjoy and are able to participate in whether formally or informally?</li> <li>● Why is it important to make healthy food choices?</li> </ul>
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● being physically active is a lifelong goal</li> <li>● being physically active enhances lifelong health and well being</li> <li>● there are 5 basic food groups each with different benefits</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the benefits of physical activity?</li> <li>● What are some physical activities that you enjoy and are able to participate in whether formally or informally?</li> <li>● Why is it important to make healthy food choices?</li> </ul>	
<i>Acquisition</i>			
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the benefits of an active lifestyle</li> <li>● a variety of opportunities to engage in movement activities</li> <li>● the proper techniques for warming up and cooling down the body before and after activity</li> <li>● the different parts of the body and function</li> <li>● the benefits of healthy eating</li> </ul>			
<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Information literacy</li> <li>● Initiative</li> <li>● Flexibility</li> </ul>		

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● teacher observation</li><li>● peer feedback</li><li>● quick check-ins</li></ul>
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: Personal & Social Behavior K-5

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> <li>● S4.E1-2 Personal Responsibility</li> <li>● S4.E3 Accepting Feedback</li> <li>● S4.E4 Working with Others</li> <li>● S4.E5 Rules and Etiquette</li> <li>● S4.E6 Safety</li> </ul>	<i>Transfer</i>		
	<p>During physical activities, students will be able to exhibit responsible personal and social behavior that respects self and others.</p>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● following directions and rules creates a productive and safe environment</li> <li>● accepting feedback enhances personal growth</li> <li>● working as a group requires cooperation and collaboration to achieve a common goal</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is it important to have rules and directions for games?</li> <li>● Why is it important to receive feedback?</li> <li>● How can you involve others in play?</li> </ul> </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● following directions and rules creates a productive and safe environment</li> <li>● accepting feedback enhances personal growth</li> <li>● working as a group requires cooperation and collaboration to achieve a common goal</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is it important to have rules and directions for games?</li> <li>● Why is it important to receive feedback?</li> <li>● How can you involve others in play?</li> </ul>
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<i>Acquisition</i>			
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the rules and etiquette to a variety of games</li> <li>● that rules and directions are in place to create a safe playing environment</li> <li>● how to accept, recognize and actively involve others of different skill levels</li> </ul>			
<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>		
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> <li>● Cooperation</li> <li>● Communication</li> <li>● Leadership</li> <li>● Flexibility</li> <li>● Productivity</li> <li>● Social Skills</li> </ul>		

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● teacher observation</li><li>● peer feedback</li><li>● quick check-ins</li></ul>
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: Lifelong Physical Activity K-5

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● S5.E1 Health</li> <li>● S5.E2 Challenge</li> <li>● S5.E3 Self Expression and Enjoyment</li> <li>● S5.E4 Social Interaction</li> </ul>	Transfer		
	<p>Students will be able to recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction in a variety of daily activities.</p>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Being physically active results in a healthier, more enjoyable lifestyle</li> <li>● Individuals can participate in similar activities at different levels in order to challenge themselves</li> <li>● Positive social interaction enhances overall well being</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul> </td> </tr> </table>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Being physically active results in a healthier, more enjoyable lifestyle</li> <li>● Individuals can participate in similar activities at different levels in order to challenge themselves</li> <li>● Positive social interaction enhances overall well being</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul>
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Being physically active results in a healthier, more enjoyable lifestyle</li> <li>● Individuals can participate in similar activities at different levels in order to challenge themselves</li> <li>● Positive social interaction enhances overall well being</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul>	
Acquisition			
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to relate physical activity to personal health</li> <li>● How to recognize, develop strategies and make decisions when faced with challenges.</li> <li>● How moving can be used for self-expression and enjoyment</li> <li>● How to demonstrate respect for self and others when interacting socially.</li> </ul>			

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Leadership</li> <li>● Flexibility</li> <li>● Social Skills</li> <li>● Communication</li> <li>● Collaboration</li> <li>● Critical Thinking</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● teacher observation</li> <li>● peer feedback</li> <li>● quick check-ins</li> </ul>
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: Concussion Prevention Grade 5

Stage 1 Desired Results			
ESTABLISHED GOALS:  <b>Content Standards:</b> <ul style="list-style-type: none"> <li>• 2.6.1 – use of protective equipment for sports and leisure</li> </ul>	<i>Transfer</i>		
	<i>Students will be able to make an educated decision about their risk taking behaviors and keeping themselves safe.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>ENDURING UNDERSTANDINGS</b>             Students will understand how to prevent injury at both the emotional and physical level         </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• How will planning ahead and utilizing the proper safety equipment help to keep themselves safe during sports or leisure activities?</li> </ul> </td> </tr> </table>	<b>ENDURING UNDERSTANDINGS</b>  Students will understand how to prevent injury at both the emotional and physical level	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• How will planning ahead and utilizing the proper safety equipment help to keep themselves safe during sports or leisure activities?</li> </ul>
<b>ENDURING UNDERSTANDINGS</b>  Students will understand how to prevent injury at both the emotional and physical level	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• How will planning ahead and utilizing the proper safety equipment help to keep themselves safe during sports or leisure activities?</li> </ul>		
	<i>Acquisition</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• WSD approved concussion protocol</li> <li>• Accidental injury prevention</li> <li>• Proper safety equipment for sports and leisure activities.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Identify and describe protective equipment for sports and leisure</li> <li>• Recalling the WSD concussion protocol.</li> </ul> </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> <li>• WSD approved concussion protocol</li> <li>• Accidental injury prevention</li> <li>• Proper safety equipment for sports and leisure activities.</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li>• Identify and describe protective equipment for sports and leisure</li> <li>• Recalling the WSD concussion protocol.</li> </ul>
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>		
<i>not applicable</i>	<ul style="list-style-type: none"> <li>• WSD ICT Standards</li> </ul>		

Stage 2 - Evidence	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<b>ASSESSMENT:</b> Formative assessment on concussion protocol
	<b>OTHER EVIDENCE:</b>

# Windham School District Curriculum

## Content Topic: Nutrition Grade 5

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 3.1.1-benefits of healthful eating (short-term and long-term benefits and risks)</li> <li>● 3.1.2-how to select variety and proportions of foods (consistent with Food Guide Pyramid)</li> <li>● 3.2.2-how to use the Food Guide Pyramid (recently updated to ChooseMyPlate.gov)</li> </ul>	<b>Transfer</b>		
	<i>Students will be able to make an educated decision about their nutritional choices and personal physical activity level</i>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <p>Students will learn how management of good nutritional concepts promotes a balanced lifestyle</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How are food nutrition labels and ChooseMyPlate.gov applications related to healthful eating habits?</li> </ul> </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p>Students will learn how management of good nutritional concepts promotes a balanced lifestyle</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How are food nutrition labels and ChooseMyPlate.gov applications related to healthful eating habits?</li> </ul>
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<b>Acquisition</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● ChooseMyPlate.gov guidelines</li> <li>● Benefits of healthy eating</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describe the benefits of healthful eating</li> <li>● Selecting variety &amp; portions of foods consistent with the ChooseMyPlate.gov guide</li> <li>● Analyze how their daily food choices compare to the ChooseMyPlate.gov guidelines</li> </ul> </td> </tr> </table>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● ChooseMyPlate.gov guidelines</li> <li>● Benefits of healthy eating</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Describe the benefits of healthful eating</li> <li>● Selecting variety &amp; portions of foods consistent with the ChooseMyPlate.gov guide</li> <li>● Analyze how their daily food choices compare to the ChooseMyPlate.gov guidelines</li> </ul>	
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<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>		
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● WSD ICT Standards</li> </ul>		

Stage 2 - Evidence	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Formative assessment on the benefits of healthy eating</li> <li>● Formative assessment on selecting a variety of foods consistent with ChooseMyPlate.gov</li> </ul>
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: Nicotine Grade 5

Stage 1 Desired Results		
ESTABLISHED GOALS:  <b>Content Standards:</b> <ul style="list-style-type: none"> <li>● 6.1.1-addictive effects of nicotine</li> <li>● 6.1.2-short-term effects tobacco use</li> <li>● 6.1.4-risks of different types of tobacco products</li> <li>● 6.2.1-internal influences</li> <li>● 6.2.2-family influences</li> <li>● 6.2.3-peer influences</li> <li>● 6.2.7-legal factors</li> <li>● 6.3.2-strategies to resist pressure to use</li> </ul>	<b>Transfer</b>	
<i>Students will be able to make an educated decision about their use of Tobacco/Nicotine Products.</i>		
<b>Meaning</b>		
<b>ENDURING UNDERSTANDINGS</b> Students will understand the adverse impact of nicotine on the growing body.	<b>ESSENTIAL QUESTIONS</b> How will abstaining from nicotine use impact your health and ability to perform physical activity.	
<b>Acquisition</b>		
<i>Students will know...</i>	<i>Students will be skilled at...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>● Types of nicotine products</li> <li>● Addictive nature of nicotine</li> <li>● Reasons people choose to use nicotine products</li> <li>● Legal consequences of underage nicotine use.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the addictive effects of nicotine</li> <li>● Identify the risks of different types of nicotine products (cigarettes, cigars, chewing tobacco, hookahs)</li> <li>● Explain the legal consequences of underage nicotine use according to current laws</li> <li>● Compare the internal, family, and peer influences to use or abstain from nicotine use</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● WSD ICT Standards</li> </ul>

Stage 2 - Evidence	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<b>ASSESSMENT:</b> Summative assessment on the physical effects of nicotine use on physical activity
	<b>OTHER EVIDENCE:</b>

Unit Name	What	Why	How
Net/Wall Games	<ul style="list-style-type: none"> <li>● Serving skills</li> <li>● Passing skills</li> <li>● Striking skills</li> <li>● Volleying</li> <li>● Creating space through variation and using tactics and shots</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Serving is how to start a game</li> <li>● Backhand/forehand are different ways to pass</li> <li>● Striking at different angles provide opportunity to score on the opponent</li> <li>● Volleying allows continuous play with teammates</li> <li>● Varying shots allows more opportunity to create space and score on the opponent and that these skills are all related to the game.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities,:</li> <li>- Volleyball</li> <li>- Four Square</li> <li>- Badminton</li> <li>- Spikeball</li> <li>- Ping Pong</li> <li>- Tennis</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>● Offensive skills</li> <li>● Defensive skills</li> <li>● Passing/receiving</li> <li>● Dribbling/ball control</li> <li>● Shooting on a goal</li> <li>● Creating space, offensive strategies</li> <li>● Reducing space, defensive strategies</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Learn to move to open space.</li> <li>● Pivoting and faking on/off the ball allows offensive to be more successful</li> <li>● Defensive positioning allows for more success on defense</li> <li>● Passing/receiving and dribbling/ball control allows offense to maintain possession</li> <li>● Shooting on a goal allows offense to be successful</li> <li>● Using offensive skills to be more strategic when creating space on offense</li> <li>● Intercepting and blocking on defense results in turnovers</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities:</li> <li>- Ultimate frisbee</li> <li>- Floor hockey</li> <li>- Flag Football</li> <li>- Soccer</li> <li>- Team Handball</li> <li>- Basketball</li> <li>- Multiball</li> <li>- Speedball</li> <li>- Flag Rugby</li> </ul>

Fielding/Striking	<ul style="list-style-type: none"> <li>● Striking</li> <li>● Throwing/Catching</li> <li>● Offensive strategies</li> <li>● Defensive strategies</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Striking with an implement allows movement on the bases</li> <li>● Throwing/catching the ball with different forces are needed to get around the bases</li> <li>● Hitting a ball to open space allows advancement for offense</li> <li>● There are different ways to provide defensive coverage throughout the game depending on the situation</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities: <ul style="list-style-type: none"> <li>- Kickball</li> <li>- Wiffleball</li> <li>- Softball</li> <li>- Cricket</li> <li>- Disc Sports</li> </ul> </li> </ul>
Rhythm/Dance	<ul style="list-style-type: none"> <li>● Learning a rhythm and pattern</li> <li>● Movement concepts</li> <li>● Working with others by accepting feedback and providing feedback</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Following a rhythm and pattern is good practice for kinesthetic awareness</li> <li>● Transferable skill of working together to accomplish a team goal by critiquing movements</li> </ul>	<ul style="list-style-type: none"> <li>● Line Dance</li> <li>● Square dance</li> <li>● Drums Alive</li> </ul>
Health Fitness	<ul style="list-style-type: none"> <li>● Engagement in fitness activities</li> <li>● Demonstration of fitness knowledge</li> <li>● Participation in fitness assessments and program planning</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Participating in a variety of fitness activities help promote a healthier well-balanced active lifestyle</li> <li>● Understanding fitness knowledge ensures the students will be able to select a balanced lifestyle</li> <li>● Assessments allow the student to understand where they are at in fitness level, and how to improve their fitness</li> </ul>	<p>Participation and demonstrating knowledge in activities related to:</p> <ul style="list-style-type: none"> <li>● Muscular Strength</li> <li>● Muscular Endurance</li> <li>● Cardiovascular Endurance</li> <li>● Flexibility</li> <li>● Warm up/cool downs</li> <li>● Hand Eye Coordination</li> <li>● Heart rate/RPE scale</li> <li>● Fitness testing</li> <li>● Goal setting</li> <li>● Writing of workouts</li> </ul>

Unit Name	What	Why	How
Net/Wall Games	<ul style="list-style-type: none"> <li>● Serving skills</li> <li>● Passing skills</li> <li>● Striking skills</li> <li>● Volleying</li> <li>● Creating space through variation and using tactics and shots</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Serving is how to start a game</li> <li>● Backhand/forehand are different ways to pass</li> <li>● Striking at different angles provide opportunity to score on the opponent</li> <li>● Volleying allows continuous play with teammates</li> <li>● Varying shots allows more opportunity to create space and score on the opponent and that these skills are all related to the game.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities,:</li> <li>- Volleyball</li> <li>- Four Square</li> <li>- Badminton</li> <li>- Spikeball</li> <li>- Ping Pong</li> <li>- Tennis</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>● Offensive skills</li> <li>● Defensive skills</li> <li>● Passing/receiving</li> <li>● Dribbling/ball control</li> <li>● Shooting on a goal</li> <li>● Creating space, offensive strategies</li> <li>● Reducing space, defensive strategies</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Learn to move to open space.</li> <li>● Pivoting and faking on/off the ball allows offensive to be more successful</li> <li>● Defensive positioning allows for more success on defense</li> <li>● Passing/receiving and dribbling/ball control allows offense to maintain possession</li> <li>● Shooting on a goal allows offense to be successful</li> <li>● Using offensive skills to be more strategic when creating space on offense</li> <li>● Intercepting and blocking on defense results in turnovers</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities:</li> <li>- Ultimate frisbee</li> <li>- Floor hockey</li> <li>- Flag Football</li> <li>- Soccer</li> <li>- Team Handball</li> <li>- Basketball</li> <li>- Multiball</li> <li>- Speedball</li> <li>- Flag Rugby</li> </ul>

Fielding/Striking	<ul style="list-style-type: none"> <li>● Striking</li> <li>● Throwing/Catching</li> <li>● Offensive strategies</li> <li>● Defensive strategies</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Striking with an implement allows movement on the bases</li> <li>● Throwing/catching the ball with different forces are needed to get around the bases</li> <li>● Hitting a ball to open space allows advancement for offense</li> <li>● There are different ways to provide defensive coverage throughout the game depending on the situation</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities: <ul style="list-style-type: none"> <li>- Kickball</li> <li>- Wiffleball</li> <li>- Softball</li> <li>- Cricket</li> <li>- Disc Sports</li> </ul> </li> </ul>
Rhythm/Dance	<ul style="list-style-type: none"> <li>● Learning a rhythm and pattern</li> <li>● Movement concepts</li> <li>● Working with others by accepting feedback and providing feedback</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Following a rhythm and pattern is good practice for kinesthetic awareness</li> <li>● Transferable skill of working together to accomplish a team goal by critiquing movements</li> </ul>	<ul style="list-style-type: none"> <li>● Line Dance</li> <li>● Square dance</li> <li>● Drums Alive</li> </ul>
Health Fitness	<ul style="list-style-type: none"> <li>● Engagement in fitness activities</li> <li>● Demonstration of fitness knowledge</li> <li>● Participation in fitness assessments and program planning</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Participating in a variety of fitness activities help promote a healthier well-balanced active lifestyle</li> <li>● Understanding fitness knowledge ensures the students will be able to select a balanced lifestyle</li> <li>● Assessments allow the student to understand where they are at in fitness level, and how to improve their fitness</li> </ul>	<p>Participation and demonstrating knowledge in activities related to:</p> <ul style="list-style-type: none"> <li>● Muscular Strength</li> <li>● Muscular Endurance</li> <li>● Cardiovascular Endurance</li> <li>● Flexibility</li> <li>● Warm up/cool downs</li> <li>● Hand Eye Coordination</li> <li>● Heart rate/RPE scale</li> <li>● Fitness testing</li> <li>● Goal setting</li> <li>● Writing of workouts</li> </ul>

Unit Name	What	Why	How
Net/Wall Games	<ul style="list-style-type: none"> <li>● Serving skills</li> <li>● Passing skills</li> <li>● Striking skills</li> <li>● Volleying</li> <li>● Creating space through variation and using tactics and shots</li> </ul>	<p>Students will understand/demonstrate that</p> <ul style="list-style-type: none"> <li>● Serving is how to start a game</li> <li>● Backhand/forehand are different ways to pass</li> <li>● Striking at different angles provide opportunity to score on the opponent</li> <li>● Volleying allows continuous play with teammates</li> <li>● Varying shots allows more opportunity to create space and score on the opponent and that these skills are all related to the game.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation in modified games and activities,:</li> <li>- Volleyball</li> <li>- Four Square</li> <li>- Badminton</li> <li>- Spikeball</li> <li>- Ping Pong</li> <li>- Tennis</li> </ul>
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# Windham School District Curriculum

## Content Topic: Motor Skills Grades 6-8

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● S1. M1 Dance &amp; Rhythm</li> <li>● S1. M2 Invasion &amp; Field Games. Throwing</li> <li>● S1. M3 Catching</li> <li>● S1. M4-11 Invasion Games</li> <li>● S1. M12-17 Net/Wall Games</li> <li>● S1. M18-19 Target Games</li> <li>● S1. M20-21 Fielding/Striking Games</li> <li>● S1. M22 Outdoor Pursuits</li> <li>● S1. M23 Aquatics</li> <li>● S1. M24 Individual Performativities</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to demonstrate competency in a variety of motor skills and movement patterns in a variety of daily activities</i>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Different dance and rhythms</li> <li>● Different skills within invasion games, net/wall games, target games, fielding/striking games</li> <li>● Technique for individual performance activities</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How do you follow a rhythm or pattern?</li> <li>● What type of skills are needed in invasion games, net/wall games, target games, fielding/striking games?</li> <li>● What technique is needed for individual performance activities?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to demonstrate correct rhythm and pattern within different dance forms</li> <li>● How to catch and throw in a variety of activities</li> <li>● How to pass &amp; receive, perform offensive skills, dribble and control a ball, shoot on goal and perform defensive skills in invasion games</li> <li>● How to serve, strike, volley and transfer weight in net/wall games</li> <li>● How to throw and strike in a target game</li> <li>● How to throw and catch in a fielding/striking game</li> <li>● How to demonstrate technique in outdoor pursuits, aquatics and individual performance activities</li> </ul>		

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Social Skills</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● teacher observation</li> <li>● peer feedback</li> <li>● quick check-ins</li> </ul>
	OTHER EVIDENCE: written evidence such as fitness logs, reflections, and quizzes

# Windham School District Curriculum

## Content Topic: Strategies Grades 6-8

Stage 1 Desired Results			
ESTABLISHED GOALS:  <i>Content Standards:</i> S2. M1-6 Invasion Games S2. M7-8 Net/Wall Games S2. M9 Target Games S2 M10-11 Fielding/Striking games S2 M12 Dance and Rhythms S2 M13 Outdoor Pursuit	<i>Transfer</i>		
	<i>Students will be able to</i> apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
	<i>Meaning</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand...</i> <ul style="list-style-type: none"> <li>● offensive skills in a variety of games</li> <li>● defensive skills in a variety of games</li> <li>● application of movement and strategies in dance/rhythm and outdoor pursuits</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>● How are offensive skills used to create space?</li> <li>● What defensive skills are needed to reduce space?</li> </ul> </td> </tr> </table>	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand...</i> <ul style="list-style-type: none"> <li>● offensive skills in a variety of games</li> <li>● defensive skills in a variety of games</li> <li>● application of movement and strategies in dance/rhythm and outdoor pursuits</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>● How are offensive skills used to create space?</li> <li>● What defensive skills are needed to reduce space?</li> </ul>
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<i>Acquisition</i>			
<i>Students will know...</i> <ul style="list-style-type: none"> <li>● How to create and reduce space in invasion games</li> <li>● How to create space by using different tactics and shots in net/wall games</li> <li>● How to use offensive strategies and reduce space within a target game.</li> <li>● How to apply movement in dance/rhythms</li> <li>● How to analyze situations and make adjustments in outdoor pursuits.</li> </ul>			
<b><i>Used in Content Area Standards</i></b>	<b><i>21<sup>st</sup> Century Skills</i></b>		
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Social Skills</li> </ul>		

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● teacher observation</li><li>● peer feedback</li><li>● quick check-ins</li></ul>
	OTHER EVIDENCE: written evidence such as fitness logs, reflections, and quizzes

# Windham School District Curriculum

## Content Topic: Health & Fitness Grades 6-8

Stage 1 Desired Results													
<p>ESTABLISHED GOALS:</p>  <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● S3.M1 Physical Activity Knowledge</li> <li>● S3.M2 -6 Engages in physical activity</li> <li>● S3.M7 -14 Fitness Knowledge</li> <li>● S3.M15-16 Assessment and program planning</li> <li>● S3.M17 Nutrition</li> <li>● S3.M18 Stress Management</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;"><i>Transfer</i></th> </tr> <tr> <td colspan="2" style="padding: 5px;"><i>Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in all phases of life.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;"><i>Meaning</i></th> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● knowledge and facts about physical activity, nutrition and stress management</li> <li>● how to engage in various forms of physical activity and fitness knowledge</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the barriers and influences relating to maintaining a physically active lifestyle?</li> <li>● Why is it important to be a lifelong participant in physical activity?</li> <li>● What is a healthy food, snack, and water intake?</li> </ul> </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;"><i>Acquisition</i></th> </tr> <tr> <td style="padding: 5px;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the barriers and influences relating to maintaining a physically active lifestyle.</li> <li>● how much physical activity to get each week outside of physical education class.</li> <li>● the importance of participation in lifetime physical activities.</li> <li>● know the difference between health-related and skill-related fitness.</li> <li>● how to set fitness goals based on their current level of physical fitness.</li> <li>● how to employ correct techniques and methods of stretching</li> <li>● the role of exercise and nutrition in weight management.</li> </ul> </td> <td style="padding: 5px;"></td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in all phases of life.</i>		<i>Meaning</i>		<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● knowledge and facts about physical activity, nutrition and stress management</li> <li>● how to engage in various forms of physical activity and fitness knowledge</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What are the barriers and influences relating to maintaining a physically active lifestyle?</li> <li>● Why is it important to be a lifelong participant in physical activity?</li> <li>● What is a healthy food, snack, and water intake?</li> </ul>	<i>Acquisition</i>		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the barriers and influences relating to maintaining a physically active lifestyle.</li> <li>● how much physical activity to get each week outside of physical education class.</li> <li>● the importance of participation in lifetime physical activities.</li> <li>● know the difference between health-related and skill-related fitness.</li> <li>● how to set fitness goals based on their current level of physical fitness.</li> <li>● how to employ correct techniques and methods of stretching</li> <li>● the role of exercise and nutrition in weight management.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● how resting heart rate relates to aerobic fitness.</li> <li>● how major muscles are used in selected physical activities.</li> <li>● how to design and implement a program to improve levels of health- related fitness and nutrition.</li> <li>● how to develop strategies for balancing health foods, snacks, and water intake.</li> <li>● how to implement strategies for dealing with stress.</li> </ul>	
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Communication</li> <li>● Information literacy</li> <li>● Initiative</li> <li>● technology literacy</li> </ul>

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● teacher observation</li> <li>● peer feedback</li> <li>● quick check-ins</li> </ul>
	OTHER EVIDENCE: written evidence such as fitness logs, reflections, and quizzes

# Windham School District Curriculum

## Content Topic: Personal & Social Behavior Grades 6-8

Stage 1 Desired Results													
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i></p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● S4.M1-2 Personal responsibility</li> <li>● S4.M3 Accepting feedback</li> <li>● S4.M4-5 Working with others</li> <li>● S4.M6 Rules &amp; etiquette</li> <li>● S4.M7 Safety</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Transfer</i></td> </tr> <tr> <td colspan="2"><i>Students will be able to exhibit responsible personal and social behavior that respects self and others during physical activities.</i></td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Meaning</i></td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Personal responsibility with respect to peers, equipment and space.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is it important to have rules and directions for games?</li> <li>● Why is it important to receive feedback?</li> <li>● How do you respectfully collaborate with others within a physically active setting?</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #f2f2f2;"><i>Acquisition</i></td> </tr> <tr> <td colspan="2" style="vertical-align: top;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> <li>● S4.M1-2 Exhibit personal responsibility, by using appropriate strategies of behavior etiquette.</li> <li>● S4.M3 Demonstrate self responsibility by implementing specific corrective feedback to improve performance.</li> <li>● S4.M4-5 Accept differences among classmates in the areas of physical development, maturation and skill levels and provide encouragement and positive feedback.</li> <li>● S4.M6 Identify rules and etiquette for games, activities and dance.</li> <li>● S4.M7 Use physical activity and fitness equipment appropriately and safely with teacher's guidance.</li> </ul> </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to exhibit responsible personal and social behavior that respects self and others during physical activities.</i>		<i>Meaning</i>		<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Personal responsibility with respect to peers, equipment and space.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● Why is it important to have rules and directions for games?</li> <li>● Why is it important to receive feedback?</li> <li>● How do you respectfully collaborate with others within a physically active setting?</li> </ul>	<i>Acquisition</i>		<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> <li>● S4.M1-2 Exhibit personal responsibility, by using appropriate strategies of behavior etiquette.</li> <li>● S4.M3 Demonstrate self responsibility by implementing specific corrective feedback to improve performance.</li> <li>● S4.M4-5 Accept differences among classmates in the areas of physical development, maturation and skill levels and provide encouragement and positive feedback.</li> <li>● S4.M6 Identify rules and etiquette for games, activities and dance.</li> <li>● S4.M7 Use physical activity and fitness equipment appropriately and safely with teacher's guidance.</li> </ul>	
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<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● teacher observation</li> <li>● peer feedback</li> <li>● quick check-ins</li> </ul>
	OTHER EVIDENCE: written evidence such as fitness logs, reflections, and quizzes

# Windham School District Curriculum

## Content Topic: Lifelong Physical Activity Grades 6-8

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> <li>● S5.M1-2 Health</li> <li>● S5.M3 Challenge</li> <li>● S5.M4-5 Self-expression &amp; Enjoyment</li> <li>● S5.M6 Social Interaction</li> </ul>	<b>Transfer</b>		
	<p><i>Students will be able to</i> recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction in a variety of daily activities.</p>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● being physically active results in a healthier and more enjoyable lifestyle</li> <li>● physical activity challenges individuals in different ways</li> <li>● positive social interaction enhances overall well-being</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul> </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● being physically active results in a healthier and more enjoyable lifestyle</li> <li>● physical activity challenges individuals in different ways</li> <li>● positive social interaction enhances overall well-being</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul>
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● being physically active results in a healthier and more enjoyable lifestyle</li> <li>● physical activity challenges individuals in different ways</li> <li>● positive social interaction enhances overall well-being</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How do you respectfully interact with others within a physical environment?</li> <li>● How does being physically active affect personal health and self-expression?</li> <li>● What strategies are needed when facing a challenge?</li> </ul>	
<b>Acquisition</b>			
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to relate physical activity to personal health</li> <li>● How to recognize, develop strategies and make decisions when faced with challenges.</li> <li>● How moving can be used for self-expression and enjoyment</li> <li>● How to demonstrate respect for self and others when interacting socially.</li> </ul>			
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>		
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Collaboration</li> <li>● Critical Thinking</li> <li>● Social Skills</li> </ul>		

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● teacher observation</li><li>● peer feedback</li><li>● quick check-ins</li></ul>
	OTHER EVIDENCE: written evidence such as fitness logs, reflections, and quizzes

Title of Curriculum: Wellness Grades 9-12

Unit Name	What	How	Why
Introduction to Wellness	<ul style="list-style-type: none"> <li>● 5 areas of wellness</li> <li>● The interrelation of the 5 areas</li> <li>● Behaviors for each area</li> <li>● how to keep a balance</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the areas of wellness</li> <li>● Apply the concepts of Wellness</li> </ul>
Personality	<ul style="list-style-type: none"> <li>● 4 areas that impact personality</li> <li>● Jung Test</li> <li>● Color Test</li> <li>● Animal Test</li> <li>● iMovie project</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors</li> <li>● Analyze the influence of personal values and beliefs on individual health practices and behaviors</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>● SMART</li> <li>● Long Term Goals</li> <li>● Short Term Goals</li> <li>● Roadblocks</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Successfully create goals using the goal-setting formula.</li> </ul>
Decision Making	<ul style="list-style-type: none"> <li>● POWER</li> <li>● Practice</li> <li>● Various scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Role Play</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Examine barriers that can hinder healthy decision making.</li> <li>● Determine the value of applying a thoughtful decision-making process in health-related situations.</li> </ul> <p>Justify when individual or collaborative decision making is appropriate.</p> <ul style="list-style-type: none"> <li>● Generate alternatives to health-related issues or problems.</li> </ul>

			<ul style="list-style-type: none"> <li>● Predict the potential short-term and long-term impact of each alternative on self and others.</li> <li>● Defend the healthy choice when making decisions.</li> <li>● Evaluate the effectiveness of health-related decisions.</li> </ul>
Conflict Resolution	<ul style="list-style-type: none"> <li>● 5 Steps to conflict resolution</li> <li>● Mediation</li> <li>● I-Messages</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> <li>● Role Play</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize accurate peer and societal norms to formulate a health-enhancing message.</li> <li>● Demonstrate how to influence and support others to make positive health choices.</li> <li>● Work cooperatively as an advocate for improving personal, family, and community health.</li> <li>● Adapt health messages and communication techniques to a specific target audience</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>● Self Esteem</li> <li>● Self-Respect</li> <li>● Self-Care</li> <li>● Suicide</li> <li>● Time Management</li> <li>● Coping skills</li> <li>● Stress management</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze the influence of family, peers, culture, media, technology, and other factors on self-concept and wellness.</li> </ul>
Nicotine	<ul style="list-style-type: none"> <li>● Impact on the brain</li> <li>● History</li> <li>● Products- vaping</li> <li>● Long and short term effects</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Understand nicotine is an addictive drug</li> <li>● Understand short and long term health risks of vaping and tobacco</li> </ul>

	<ul style="list-style-type: none"> <li>● Cost</li> <li>● Social impact</li> <li>● Ways to quit</li> <li>● Social media</li> <li>● Refusal skills</li> </ul>	<ul style="list-style-type: none"> <li>● Projects</li> </ul>	<p>including to the teen developing brain</p> <ul style="list-style-type: none"> <li>● Effects of nicotine on mental health, focus and memory</li> <li>● Nicotine primes the brain for addiction to other drugs.</li> <li>● Analyze the role of individual responsibility for enhancing health.</li> </ul>
Alcohol	<ul style="list-style-type: none"> <li>● Impact on the brain</li> <li>● History</li> <li>● Products</li> <li>● Long and short term effects</li> <li>● Decision Making</li> <li>● Social impact</li> <li>● Consequences</li> <li>● Alcoholism</li> <li>● Overdose</li> <li>● Ways to quit</li> <li>● Social media</li> <li>● Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Examine barriers that can hinder healthy decision making.</li> <li>● Determine the value of applying a thoughtful decision-making process in health-related situations.</li> <li>● Analyze the role of individual responsibility for enhancing health.</li> </ul>
Other Drugs	<ul style="list-style-type: none"> <li>● Impact on the brain</li> <li>● History</li> <li>● Products</li> <li>● Long and short term effects</li> <li>● Signs and symptoms of use</li> <li>● Physical identification</li> <li>● Over the counter</li> <li>● Prescription</li> <li>● Refusal skills</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the concepts of withdrawal, tolerance and dependence.</li> <li>● Identify the health and social consequences</li> <li>● Analyze the role of individual responsibility for enhancing health.</li> </ul>

Refusal Skills	<ul style="list-style-type: none"> <li>● 10 refusal skills</li> <li>● Practice</li> <li>● Various scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> <li>● Role Play</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</li> </ul>
Human Growth	<ul style="list-style-type: none"> <li>● Anatomy</li> <li>● Sexuality</li> <li>● Pregnancy</li> <li>● Alternative reproductive Therapy</li> <li>● Functions of organs</li> <li>● Contraception</li> <li>● Sexually transmitted infections</li> <li>● HIV/AIDS</li> <li>● Advertising techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Guided notes and presentation</li> <li>● Small group work</li> <li>● Presentations</li> <li>● Discussion</li> <li>● Projects</li> <li>● Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>● Examine barriers that can hinder healthy decision making.</li> <li>● Determine the value of applying a thoughtful decision-making process in health-related situations.</li> <li>● Analyze the role of individual responsibility for enhancing health.</li> </ul>

# Windham School District Curriculum

## Content Topic: Wellness Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Content Standards:</i></p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<i>Transfer</i>	
	<p><i>Students will be able to make responsible decisions and practice health enhancing behaviors that are based on sound health knowledge and healthful attitudes to benefit their overall state of wellbeing.</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Wellness is the overall state of well-being and balance in the five areas: spiritual, physical, mental/emotional, social, and intellectual.</li> <li>● All aspects of ourselves will fall within an area of multiple areas of wellness</li> <li>● Identify and analyze the concepts and principles of personal health and wellness.</li> <li>● Describe the interrelationships of emotional, intellectual, physical, and social health.</li> <li>● Demonstrate the ability to practice skills that enhance behaviors and avoid or reduce personal and community health risks.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● What is wellness?</li> <li>● What is the interrelationship of mental, emotional, social and physical, and spiritual areas of Wellness?</li> <li>● How can one evaluate media messages and advertising techniques?</li> <li>● How can one evaluate the validity of health information, products, and services, and how does one access proper health products and services?</li> <li>● How do personal choices history impact personal Wellness?</li> </ul>
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● What wellness is?</li> <li>● How to set goals</li> <li>● What their personality and character strengths are and career opportunities</li> <li>● How to use the decision-making process</li> <li>● How to apply the steps to conflict resolution</li> <li>● What suicide is its impact and where to find help?</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Refusal skills</li> <li>● Goal setting</li> <li>● Personal reflection</li> <li>● Identifying warning signs of suicide</li> <li>● Decision Making</li> <li>● Gathering accurate information to base decisions off of</li> <li>● Conflict resolution</li> <li>● Expressing I-statements</li> </ul>	

	<ul style="list-style-type: none"> <li>● How to maintain and enhance self-esteem and self-respect</li> <li>● Enhancing one's mental health</li> <li>● Refusal Skills</li> <li>● Short and long term impact on self and others when it comes to the use of alcohol, nicotine, and other drugs</li> <li>● Reproductive organs and functions</li> <li>● Signs and symptoms of STI's</li> <li>● Options for contraction</li> <li>● One's sexuality development</li> </ul>	<ul style="list-style-type: none"> <li>● Reduce the spread of communicable diseases</li> <li>● Analyzing media messages</li> <li>● Advocating for personal wellness</li> <li>● Advocation and obtaining help for others</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Information literacy</li> <li>● Media literacy</li> <li>● Technology literacy</li> <li>● Flexibility</li> <li>● Leadership</li> <li>● Initiative</li> <li>● Productivity</li> <li>● Social skills</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● Classroom observation</li> <li>● Peer feedback</li> <li>● Peer and teacher conferencing</li> <li>● Quiz</li> <li>● Projects</li> <li>● Discussions</li> </ul>
	OTHER EVIDENCE:

Title of Curriculum: Unified Human Performance Grades 9-12

Unit Name	What	How	Why
Team/Character Building	<ul style="list-style-type: none"> <li>● Small group; cooperative based activities</li> <li>● Trust based activities</li> </ul>	<ul style="list-style-type: none"> <li>● Low intensity level adventure based activities</li> <li>● Problem solving tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in small group problem solving activities.</li> </ul>
Games & Activities	<ul style="list-style-type: none"> <li>● Skills &amp; drills. Rules</li> <li>● Game play:               <ul style="list-style-type: none"> <li>○ Obstacle course</li> <li>○ Tag Games</li> <li>○ Quidditch</li> <li>○ Wheelchair Activities</li> <li>○ Scooter Games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Participation.</li> <li>● Teamwork, Communication, Cooperation, and Respect</li> </ul>	<ul style="list-style-type: none"> <li>● Students will enjoy and engage in physical activity.</li> </ul>
Fitness Based Activities	<ul style="list-style-type: none"> <li>● Resistance training (weights/bands)</li> <li>● Cardiovascular training</li> <li>● Flexibility training</li> </ul>	<ul style="list-style-type: none"> <li>● Weighted, non-weighted and bands</li> <li>● Run/walk/jog (Cario room equipment)</li> <li>● Static and Dynamic stretches.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in a variety of health and fitness enhancing activities.</li> </ul>
Invasion & Territory	<ul style="list-style-type: none"> <li>● Students will be introduced to the skills and rules of various sports related activities               <ul style="list-style-type: none"> <li>○ Soccer</li> <li>○ Basketball</li> <li>○ Pillo-Polo/Floor Hockey</li> <li>○ Frisbee Games</li> <li>○ Flag Football</li> <li>○ Capture the flag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>
Net/Wall Striking/Fielding	<ul style="list-style-type: none"> <li>● Students will be introduced to skills and rules of various activities.               <ul style="list-style-type: none"> <li>○ Volleyball</li> <li>○ 4 Square</li> <li>○ Table Tennis</li> <li>○ Pickleball</li> <li>○ Softball</li> <li>○ Wiffle ball</li> <li>○ Kickball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To increase understanding of rules/skills to be able to participate in a variety of games to maintain a healthy, enjoyable lifestyle.</li> <li>● The games and rules will be modified according to student ability.</li> </ul>	<ul style="list-style-type: none"> <li>● Games and activities</li> </ul>

# Windham School District Curriculum

## Content Topic: Unified Human Performance Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	Transfer	
	<i>Students will be able to participate in a variety of activities that will allow them to gain the knowledge and skills necessary to maintain a health-enhancing level of fitness while fostering a socially inclusive environment.</i>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Students will increase current levels of physical fitness.</li> <li>● Students will foster new friendships and social inclusion.</li> <li>● Students will reinforce positive habits and reasoning to make better health and lifestyle choices.</li> <li>● Students will increase awareness/understanding of lifestyle fitness activities for post-class &amp; post-high school.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How do a variety of physical activities enhance a person's physical well being?</li> <li>● Why is it important for me to be physically fit?</li> <li>● What does it mean to be fit for me?</li> <li>● How does my fitness improve/change over time?</li> </ul>
	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to participate in resistance exercises.</li> <li>● How to participate in various fitness enhancing games/activities.</li> <li>● How social interactions/experiences benefit a healthy lifestyle.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Attempting to improve their health and fitness through participation of games/activities.</li> <li>● Identifying social cues and interactions in a positive way.</li> </ul>	

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Communication</li> <li>● Social Skills</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● Daily class participation (See Rubric)</li> <li>● Personal Activity Logs (P.A.L's)</li> <li>● Student presentations</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Mentor projects</li> <li>● Classroom observations</li> <li>● Mentor feedback</li> <li>● Quick check-ins</li> </ul>

Title of Curriculum: Human Performance Grade 9

Unit Name	What	How	Why
Resistance Training Intro	<ul style="list-style-type: none"> <li>● Muscles. Push &amp; Pull exercises.</li> <li>● Machine &amp; Free-Weight exercises.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction of resistance exercises.</li> <li>● Demonstration, explanation, and biomechanically correct execution of basic resistance exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Students will safely execute various resistance exercise techniques.</li> </ul>
Games & Activities	<ul style="list-style-type: none"> <li>● Skills &amp; drills. Rules &amp; strategies.</li> <li>● Game play.</li> </ul>	<ul style="list-style-type: none"> <li>● Participation.</li> <li>● Teamwork, Communication, Cooperation, and Respect</li> </ul>	<ul style="list-style-type: none"> <li>● Students will enjoy and engage in physical activity.</li> </ul>
Fitness Components	<ul style="list-style-type: none"> <li>● F.I.T.T.</li> <li>● Health &amp; Skill Related Fitness Components.</li> </ul>	<ul style="list-style-type: none"> <li>● PPT/presentations.</li> <li>● Resistance training application</li> </ul>	<ul style="list-style-type: none"> <li>● Students will apply health-related fitness concepts during their daily exercise routines.</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>● General Nutrition</li> <li>● Fats</li> <li>● Proteins</li> <li>● Carbs</li> </ul>	<ul style="list-style-type: none"> <li>● PPT/presentation/discussion</li> <li>● Caloric calculations</li> </ul>	<ul style="list-style-type: none"> <li>● Students will apply healthy food choices and be able to apply nutritional concepts to a healthy lifestyle.</li> </ul>
Flexibility & Cardiovascular	<ul style="list-style-type: none"> <li>● Static, Dynamic, stretching</li> <li>● Resting heart rate</li> <li>● Target Heart Rate</li> </ul>	<ul style="list-style-type: none"> <li>● PPT/presentations</li> <li>● Application of flexibility</li> <li>● Measure personal heart rate at rest, and assess to guidelines</li> <li>● Calculate target heart rate zone for improvements in cardiovascular endurance</li> </ul>	<ul style="list-style-type: none"> <li>● Students will apply various types of flexibility to their daily exercise routines.</li> <li>● Students will monitor exercising heart rate while/after engaging in cardiovascular activities</li> </ul>
Hypokinetic/Hyperkinetic Diseases	<ul style="list-style-type: none"> <li>● Major diseases</li> <li>● Risk factors</li> </ul>	<ul style="list-style-type: none"> <li>● PPT, lecture, discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify diseases linked to lack of exercise</li> <li>● Students will engage in activities to reduce the probability of developing hypokinetic diseases</li> </ul>

# Windham School District Curriculum

## Content Topic: Human Performance Grade 9

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><b>Standard 1:</b> <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></p> <p><b>Standard 2:</b> <i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p> <p><b>Standard 3:</b> <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></p> <p><b>Standard 4:</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p> <p><b>Standard 5:</b> <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></p>	<b>Transfer</b>	
	<i>Students will be able to participate in a variety of activities that will allow them to gain the knowledge and skills necessary to maintain a health-enhancing level of fitness.</i>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Students will engage in appropriate activities to improve or sustain personal fitness using physical fitness principles.</li> <li>● Students will demonstrate the five health-related fitness components.</li> <li>● Students will understand basic nutrition content.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>● How does developing and participating in a personal fitness program impact your health over a lifetime?</li> <li>● What is a healthy level of fitness?</li> <li>● How can physical fitness improve an individual's quality of life?</li> <li>● How can cognitive information enhance advanced motor skill acquisition, strategies, and performance?</li> <li>● How does nutrition impact health?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● How to improve Physical fitness (resistance training, cardiovascular exercises, game activities).</li> <li>● Fitness equipment and safety.</li> <li>● Fitness execution techniques.</li> <li>● Basic human anatomy.</li> <li>● Fitness and health terminology.</li> <li>● Nutritional values &amp; the benefits of each nutrient.</li> <li>● How to make healthy food choices.</li> <li>●</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Applying resistance and cardiovascular training principles to enhance individual fitness.</li> <li>● Improving their health and fitness through the participation of games/activities.</li> <li>● Applying health-related fitness components within their fitness routines.</li> <li>● Identifying and applying the benefits of healthy nutritional habits.</li> </ul>	

<i>Used in Content Area Standards</i>	<i>21<sup>st</sup> Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Information literacy</li> <li>● Media literacy</li> <li>● Technology literacy</li> <li>● Flexibility</li> <li>● Leadership</li> <li>● initiative</li> <li>● Productivity</li> <li>● Social Skills</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>● Daily class participation (See Rubric)</li> <li>● Written assessments: tests/quizzes/projects</li> <li>● Student presentations</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>● Fitness training logs</li> <li>● Classroom observations</li> <li>● Peer feedback</li> <li>● Quick check-ins</li> </ul>

Title of Curriculum: Strength & Conditioning Grades 10-12

Unit Name	What	Why	How
Standards Of Elite Athletes	<ul style="list-style-type: none"> <li>● Common habits of high level athletes (nutrition, lifestyle)</li> <li>● Common abilities of high level athletes (speed, strength)</li> <li>● Common Attributes of high-level athletes (body comp, height, weight)</li> </ul>	<ul style="list-style-type: none"> <li>● Allows a realistic understanding of what it takes to “make it” at various levels</li> <li>● When the bar is set high, athletes typically reach it</li> </ul>	<ul style="list-style-type: none"> <li>● Articles</li> <li>● Interviews w/athletes and coaches</li> <li>● research/ stats on current and past success stories</li> </ul>
Baseline Testing & Measuring Improvement	<ul style="list-style-type: none"> <li>● Common testing protocol</li> <li>● Analyzing Strengths/weaknesses</li> <li>● Goal setting and habits to improve weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>● Measurable, controllable tests allow accurate tracking of improvement</li> <li>● Testing allows for successful critique of a program (“did it work?”)</li> <li>● Teach athletes to compete with strengths while training weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>● Strength Tests                             <ul style="list-style-type: none"> <li>○ Standard lifts</li> <li>○ Farmer Walk</li> <li>○ Long jump</li> <li>○ Plank</li> </ul> </li> <li>● Mobility tests                             <ul style="list-style-type: none"> <li>○ Functional Movement Screen</li> <li>○ Balance and Getup Tests</li> <li>○ Tumbling</li> </ul> </li> <li>● Speed/Conditioning tests                             <ul style="list-style-type: none"> <li>○ shuttles</li> <li>○ sprints</li> </ul> </li> </ul>
Olympic Lifting for Performance	<ul style="list-style-type: none"> <li>● Clean</li> <li>● Snatch</li> <li>● Overhead Squat</li> </ul>	<ul style="list-style-type: none"> <li>● Common in successful high school/college programs (best practice)</li> <li>● Full body, explosive lifts can be best time investment for sports carryover</li> </ul>	<ul style="list-style-type: none"> <li>● Progressive drills</li> <li>● Progressive Resistance Training</li> <li>● Film Analysis</li> </ul>
Cardio Systems, metabolic/interval training	<ul style="list-style-type: none"> <li>● Sprint, Mid-Distance, Distance</li> <li>● ATP, Glycogen, Oxygen systems</li> <li>● Work: rest ratios</li> </ul>	<ul style="list-style-type: none"> <li>● Training specificity determines likelihood of success in that activity</li> <li>● Creates simulation of event/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Sport gameplay (“play the sport”)</li> <li>● Participate in and design metabolic training of different sports</li> </ul>

Principles of Training	<ul style="list-style-type: none"> <li>● Overload</li> <li>● Progression</li> <li>● Specificity</li> <li>● Secondary principles</li> </ul>	<ul style="list-style-type: none"> <li>● Create an understanding of basic exercise science (“how does this work?”)</li> <li>● Understanding of basic exercise science helps guide long term training</li> </ul>	<ul style="list-style-type: none"> <li>● .Written assessment (quiz, test)</li> <li>● Powerpoints/lecture</li> <li>● Discussion/application through workouts</li> </ul>
Recruiting/Academics for Athletes	<ul style="list-style-type: none"> <li>● Recruiting process</li> <li>● Academic Standards (HS and College)</li> <li>● College/Career Exploration</li> </ul>	<ul style="list-style-type: none"> <li>● Develop an understanding of the process of playing at the next level</li> <li>● Give students the best chance for long term success on and off the field</li> </ul>	<ul style="list-style-type: none"> <li>● Consulting with guidance</li> <li>● Researching potential schools</li> <li>● Creating highlight films and prospect portfolios</li> </ul>
Fitness Program Design	<ul style="list-style-type: none"> <li>● How to design a safe, effective plan</li> <li>● Periodization</li> <li>● In-season vs off-season</li> </ul>	<ul style="list-style-type: none"> <li>● Deeper understanding of programming</li> <li>● Pursuit of careers in Allied Health Sciences</li> <li>● Program Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Intro</li> <li>● Needs Analysis</li> <li>● Fitt Analysis/Design</li> <li>● Conclusion (“now what?”)</li> </ul>
Injury Prevention/Recovery	<ul style="list-style-type: none"> <li>● Injury Prevention Techniques</li> <li>● Recovery Techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Maximize safety, participation, and performance</li> <li>● Reduce use of substances/behaviors that hinder health and performance</li> </ul>	<ul style="list-style-type: none"> <li>● Foam Rolling</li> <li>● Ice/Heat Techniques</li> <li>● Behavior/lifestyle reflections</li> </ul>

# Windham School District Curriculum

## Content Topic: Strength & Conditioning Grades 10-12

Stage 1 Desired Results					
<p><b>Personal/Lifetime Fitness</b> Page 1</p> <p>ESTABLISHED GOALS:</p> <p><b>Standard 1:</b> <i>Motor Skills</i></p> <p><b>Standard 2: Knowledge of Concepts</b></p> <p><b>Standard 3:</b> <i>Achieving Fitness.</i></p> <p><b>Standard 4: Responsible Personal and Social Behavior</b></p> <p><b>Standard 5:</b> <i>Recognize Value of Physical Activity</i></p>	<div style="background-color: #f2f2f2; text-align: center; padding: 2px;"><b>Transfer</b></div> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Display competency in various motor skills in Strength &amp; Conditioning environments, including Olympic lifts, metabolic training, recovery techniques and various sport skills.</li> <li>● Understand concepts of elite level competition, including program design, principles of training, college recruiting, and overall lifestyle.</li> <li>● Achieve an improved level of various fitness components and overall health through training</li> <li>● Acknowledge the importance of high standards, create a positive training culture, and support fellow students in the pursuit of their goals.</li> <li>● Identify the value of hard work and high standards in the pursuit of a worthwhile goal.</li> </ul> <div style="background-color: #f2f2f2; text-align: center; padding: 2px;"><b>Meaning</b></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left; padding: 5px;">ENDURING UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="width: 50%; text-align: left; padding: 5px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>● Training guidelines/standards for elite athletes can improve strength and conditioning performance levels.</li> <li>● Learning and following the paths of successful athletes helps to create a recipe for success.</li> <li>● Applying the principles of training and injury prevention/recovery gives one the best chance for improved performance.</li> </ul> </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>● How does developing and participating in a personal fitness program impact your health over a lifetime?</li> <li>● How does my fitness level relate to current strength and conditioning standards of an elite athlete?</li> <li>● How can physical fitness improve an individual's quality of life?</li> <li>● How can cognitive information enhance advanced motor skill acquisition, strategies, and performance?</li> <li>● How does injury prevention/recovery impact health?</li> </ul> </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> <li>● Training guidelines/standards for elite athletes can improve strength and conditioning performance levels.</li> <li>● Learning and following the paths of successful athletes helps to create a recipe for success.</li> <li>● Applying the principles of training and injury prevention/recovery gives one the best chance for improved performance.</li> </ul>	<ul style="list-style-type: none"> <li>● How does developing and participating in a personal fitness program impact your health over a lifetime?</li> <li>● How does my fitness level relate to current strength and conditioning standards of an elite athlete?</li> <li>● How can physical fitness improve an individual's quality of life?</li> <li>● How can cognitive information enhance advanced motor skill acquisition, strategies, and performance?</li> <li>● How does injury prevention/recovery impact health?</li> </ul>
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<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Realistic standards and expectations of elite athletes at various levels</li> <li>● Key steps in the college athletic recruiting process</li> <li>● Principles of training, injury prevention, and recovery</li> <li>● The effects of various substances and behaviors on athletic performance</li> <li>● Basic elements of fitness program design</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Olympic lifts (clean and snatch)</li> <li>● Metabolic/interval training</li> <li>● Creating a highlight film and/or portfolio showcasing their strengths</li> <li>● Recovery methods: Ice, heat, stretch, foam rolling</li> <li>● A variety of physical skills needed for their chosen sport(s) or activities.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Information literacy</li> <li>● Media literacy</li> <li>● Technology literacy</li> <li>● Flexibility</li> <li>● Leadership</li> <li>● initiative</li> <li>● Productivity</li> <li>● Social Skills</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Daily class participation (See Rubric)</li> <li>● Written assessments: tests/quizzes/projects</li> <li>● Student presentations</li> <li>● Unified Classroom Discussions</li> </ul>
	OTHER EVIDENCE:

Title of Curriculum: Recreational Games & Activities Grades 10-12

Unit Name	What	How	Why
Backyard Games	<ul style="list-style-type: none"> <li>● Skills (for activities below)</li> <li>● Rules (for activities below)</li> <li>● Strategies (for activities below)</li> <li>● Bocce, Ladder Golf, Kan Jam, Spike Ball, Horseshoes, Cornhole, Washers</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Basketball	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Field Hockey	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Flag Football	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Floor Hockey	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Frisbee	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Golf	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>

Handball	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Net Sports	<ul style="list-style-type: none"> <li>● Skills (for activities below)</li> <li>● Rules (for activities below)</li> <li>● Strategies (for activities below)</li> <li>● Badminton, Volleyball, Pickleball</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Pillo Polo	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Rugby	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Soccer	<ul style="list-style-type: none"> <li>● Skills</li> <li>● Rules</li> <li>● Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Skills practice</li> <li>● Rules introduction/review</li> <li>● Game Play</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills and strategies to aid in enjoyment of lifelong physical fitness.</li> </ul>
Outdoor Activities	<ul style="list-style-type: none"> <li>● Hiking</li> <li>● Sledding/SnowShoeing</li> <li>● Golf/Driving Range</li> <li>● Scavenger/Treasure Hunt</li> <li>● Geocaching</li> <li>● Frisbee Golf</li> </ul>	<ul style="list-style-type: none"> <li>● Rules</li> <li>● Safety Components</li> <li>● Activity</li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules and safety components to various outdoor activities.</li> <li>● Application of socialization and team building concepts.</li> </ul>
Team Building/Leadership	<ul style="list-style-type: none"> <li>● Team building game/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Instruction/demonstration</li> <li>● Application of instructions</li> </ul>	<ul style="list-style-type: none"> <li>● Team-building skills such as cooperation, active listening, sharing and contributing while working with others.</li> </ul>

Title of Curriculum: Team Sports Grades 10-12

Unit Name	What	How	Why
Team Captains - Student Lead Unit	<ul style="list-style-type: none"> <li>● Skill breakdown drills</li> <li>● Rules</li> <li>● Strategies</li> <li>● Weight lifting and agility/conditioning routine</li> <li>● Students pair up and choose from the following sports:               <ul style="list-style-type: none"> <li>- Basketball</li> <li>- Baseball/Softball</li> <li>- Dodgeball</li> <li>- Field Hockey</li> <li>- Flag Football</li> <li>- Floor Hockey</li> <li>- Frisbee</li> <li>- Handball</li> <li>- Rugby</li> <li>- Soccer</li> <li>- Volleyball</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Two week student designed unit which covers:               <ul style="list-style-type: none"> <li>- Skills practice</li> <li>- Rules introduction/review</li> <li>- Game Play</li> <li>- Weight lifting and agility/conditioning routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Application of rules, skills, strategies and whole body workout to aid in enjoyment of lifelong physical fitness.</li> <li>● Team-building skills such as cooperation, active listening, sharing and contributing while working with others.</li> </ul>
Skill Related Fitness	<ul style="list-style-type: none"> <li>● Skill Related Fitness Components (Speed, Agility, Power)</li> </ul>	<ul style="list-style-type: none"> <li>● PPT/presentations/videos.</li> <li>● Speed, agility, power application.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will apply skill-related fitness concepts to their exercise routines.</li> </ul>

# Windham School District Curriculum

## Content Topic: Recreational Games & Activities and Team Sports Grades 10-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards?):</i></p> <p><b>Standard 1:</b> <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></p> <p><b>Standard 2:</b> <i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p> <p><b>Standard 3:</b> <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></p> <p><b>Standard 4:</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p> <p><b>Standard 5:</b> <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></p>	<b>Transfer</b>	
	<i>Students will be able to find enjoyment in lifetime physical fitness and activities.</i>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>Recreational Sports:</i></p> <ul style="list-style-type: none"> <li>● Recognition of factors that impact the ability to participate in physical activity.</li> <li>● Development of lifelong positive attitudes and behavior related to various fitness activities.</li> <li>● Demonstration of knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.</li> <li>● Participation in leisure/recreational physical activities has physical, psychological and social benefits to them.</li> </ul> <p><i>Team Sports:</i></p> <ul style="list-style-type: none"> <li>● Participating in team sport activities will influence physical fitness, leadership and communication skills.</li> <li>● Knowledge of specific team sport concepts (history skills, strategies, and rules).</li> <li>● Interpersonal skills will be enhanced through daily participation as well as active leadership roles during group presentations.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Recreational Sports:</i></p> <ul style="list-style-type: none"> <li>● How do recreational sports have a positive influence on my personal fitness levels?</li> <li>● How does strategy in game situations reflect the outcome of competitions?</li> <li>● What are the psychological and sociological benefits of participation in recreational sports?</li> </ul> <p><i>Team Sports:</i></p> <ul style="list-style-type: none"> <li>● What are the rules and concepts of team sports and how have they changed over time?</li> <li>● What are the implications of social interactions and positive chemistry in a team/group setting?</li> <li>● How are sportsmanship and communication skills important in sports and real-life situations?</li> <li>● Does the knowledge of specific sports rules and concepts affect your ability to perform at a high level?</li> <li>● How can skill related components enhance sport performance?</li> </ul>

	<ul style="list-style-type: none"> <li>● The demonstration and application of specific and proficient movement skills utilizing the six skill related fitness components.</li> </ul>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Team building skills such as cooperation, active listening, sharing and contributing while working with others.</li> <li>● Analyze the sport or activity (skills, offensive and defensive strategies, rules, historical/cultural background) with the purpose of improving peer performance.</li> <li>● Analyze of specialized movement patterns and sequence evaluation can be used to make recommendations for improvement of skills.</li> <li>● Sport Topics: (Playing area, equipment, sportsmanship, team selections, player evaluations, training).</li> <li>● Skill-related fitness concepts.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Application/demonstration of rules and regulations, safety, scoring, equipment.</li> <li>● Use of techniques (practice, peer/teacher evaluation, individualized coaching) to achieve performance consistency in games and sports.</li> <li>● Application of leadership skills and strategies in a team setting.</li> <li>● Application of skill related fitness concepts and strategies for increased sport performance fitness levels.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Information literacy</li> <li>● Media literacy</li> <li>● Technology literacy</li> <li>● Flexibility</li> <li>● Leadership</li> <li>● initiative</li> <li>● Productivity</li> <li>● Social Skills</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p><i>Recreational Sports:</i></p> <ul style="list-style-type: none"> <li>● Daily classroom participation, effort and attitude based on grading rubric.</li> <li>● Completion of student-lead partner cooperative activity project.</li> </ul> <p><i>Team Sports:</i></p> <ul style="list-style-type: none"> <li>● Daily classroom participation, effort and attitude based on grading rubric.</li> <li>● Completion of 2-week student-lead sport captains project.</li> </ul>
	OTHER EVIDENCE: Classroom observations, peer feedback and quick check-ins

Title of Curriculum: Personal and Lifetime Fitness Grades 9-12

Unit Name	What	Why	How
Meditation and Stress Relief	<ul style="list-style-type: none"> <li>● Mindfulness Meditation</li> <li>● Transcendental Meditation</li> <li>● Free writing/Writing meditation</li> <li>● Doodling/drawing meditation</li> </ul>	<ul style="list-style-type: none"> <li>● Current statistics on stress, anxiety, depression, and fatigue</li> <li>● Data on effectiveness of meditation</li> <li>● Alternative to “consuming information” and technology addiction</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly meditation on “skinny days”</li> <li>● Breathing exercises</li> <li>● Free writing/Journal Writing</li> <li>● Other “simplification” tips (phone on black and white, clearing clutter, organizational tips to reduce stress)</li> </ul>
Lifelong Cardiovascular Training:	<ul style="list-style-type: none"> <li>● Energy Systems</li> <li>● Intervals</li> <li>● HIIT Training</li> </ul>	<ul style="list-style-type: none"> <li>● Studies show relationship between long-term cardiovascular health, longevity and quality of life</li> <li>● Energy systems links to science courses and allows deeper understanding of how our cardiovascular system works</li> <li>● Provides various ways to train cardio (everyone doesn’t need to be on a treadmill!)</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher directed interval workouts with discussion</li> <li>● “Fire analogy”: Match, kindling, logs=ATP, Glycogen, Oxygen</li> <li>● Application to various sports and activities (how should I train?)</li> <li>● Formative assessments and quizzes</li> </ul>
Lifelong Flexibility & Range of Motion	<ul style="list-style-type: none"> <li>● Static Stretching</li> <li>● Foam rolling/recovery</li> <li>● Proprioceptive Neuromuscular Facilitation (PNF) Stretching</li> <li>● Dynamic Stretching</li> <li>● Functional Movement Screen</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility and range of motion correlates to lower injury rate as we age</li> <li>● PNF stretching shows a basic version of what trainers and therapists do for clients</li> <li>● Functional Movement Screen is excellent way to reveal strengths and areas of improvement in how we mov</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher directed workouts/sessions</li> <li>● Student-led workouts</li> <li>● Online and live discussions</li> <li>● Basic partner flexibility/mobility analysis (FMS, partner stretching)</li> <li>● Formative assessments and quizzes</li> </ul>
Lifelong Muscular Strength	<ul style="list-style-type: none"> <li>● Bootcamp/Bodyweight Training</li> <li>● Circuit Training</li> <li>● Crossfit/Fitness as Sport</li> <li>● Set/Rep variations and games</li> </ul>	<ul style="list-style-type: none"> <li>● Maintaining muscular fitness is essential throughout our lives to maximize health and quality of life</li> <li>● Large movement in Crossfit and other social groups centering around fitness</li> <li>● Provide muscular training alternatives to weight training learned in HP1 and HP2</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and student-led workouts and discussions</li> <li>● Group Project: Create a Fitness Game</li> <li>● Formative assessments and quizzes</li> </ul>

<p>On The Mat: Yoga and Pilates</p>	<ul style="list-style-type: none"> <li>● Yoga</li> <li>● Pilates</li> <li>● Relationship to stress relief/meditation</li> </ul>	<ul style="list-style-type: none"> <li>● Two very popular styles of training not typically offered in high school PE</li> <li>● Both disciplines have a focus on breathing and serve as an excellent stress relief option</li> <li>● Yoga and Pilates provide a combination of flexibility and muscular fitness, and can be an excellent alternative to team sports and high impact activities</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and student-led sessions</li> <li>● Use and analysis of 21st century outside resources (Youtube exercise videos, articles, etc.)</li> <li>● Formative assessments and quizzes</li> </ul>
<p>Other Personal &amp; Lifelong options</p>	<ul style="list-style-type: none"> <li>● Martial Arts</li> <li>● Zumba/Dance</li> <li>● Step Aerobics</li> </ul>	<ul style="list-style-type: none"> <li>● Martial Arts and Dance provide social and emotional outlets in a positive physical setting</li> <li>● These activities are wonderful alternatives to cardio training</li> <li>● These activities are great ways to develop coordination, agility, and power without engaging in competitive sports</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher and student-led sessions</li> <li>● Guest speakers and demonstrators</li> <li>● Use and analysis of 21st century outside resources (Youtube exercise videos, articles, etc.)</li> </ul>
<p>Healthy Lifestyle and Habits</p>	<ul style="list-style-type: none"> <li>● Habit Loop</li> <li>● STRIKES: Sleep, Time management, Rehydrate, Ideal Body Composition, Kindness, Eating, Stress Management</li> </ul>	<ul style="list-style-type: none"> <li>● Common everyday habits are the foundation of our health</li> <li>● Understanding how the brain works (habit loop) allows students to feel empowered over their lifestyle choices</li> <li>● Improving these habits provide a strong carryover to their overall education, health, and happiness</li> <li>● Complements and continues health curriculum for older students</li> </ul>	<ul style="list-style-type: none"> <li>● Live and online discussions throughout the semester</li> <li>● Informal check-ins on student goals and lifestyle</li> </ul>

# Windham School District Curriculum

## Content Topic: Personal & Lifetime Fitness Grades 9-12

Stage 1 Desired Results					
<p><b>Personal/Lifetime Fitness</b> Page 1</p> <p>ESTABLISHED GOALS:</p> <p><b>Standard 1:</b> <i>Motor Skills</i></p> <p><b>Standard 2: Knowledge of Concepts</b></p> <p><b>Standard 3:</b> <i>Achieving Fitness.</i></p> <p><b>Standard 4: Responsible Personal and Social Behavior</b></p> <p><b>Standard 5:</b> <i>Recognize Value of Physical Activity</i></p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>● Display competency in various motor skills in personal/lifetime fitness environments, including Yoga, Pilates, Flexibility/Range of Motion, and other activities</li> <li>● Understand language/vocabulary of Yoga, Pilates, Flexibility/Range of Motion, and other activities</li> <li>● Describe how activity choices may change throughout life and identify ways to deal with those changes.</li> <li>● Acknowledge and support differences in interests and personalities within fitness environments</li> <li>● Identify the value of personally participating in physical activities throughout one's lifetime</li> </ul> <hr/> <p style="text-align: center;"><i>Meaning</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">ENDURING UNDERSTANDINGS</th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● There is value in balancing core skills/actions with exploration of new and different ways of accomplishing goals</li> <li>● Knowledge and application of a few core lifestyle choices and habits can have a significant impact on health and happiness</li> <li>● Consistent physical activity enhances health, and the choices are endless throughout life.</li> <li>● Physical activity provides positive opportunities for health, enjoyment, challenge, self-expression, and social interaction.</li> <li>● Physical activity can provide an excellent alternative to current trends in health/behavior concerns</li> <li>● Relationships and friendships can be strengthened when participating in physical activities together</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>● What can I do to consistently improve towards my goals?</li> <li>● What lifestyle choices are most effective in improving health and fitness?</li> <li>● How might my activity choices change throughout my life?</li> <li>● What are some realistic goals to set for improved health and fitness?</li> <li>● How does physical activity impact the overall quality of my life?</li> <li>● How does physical activity impact friendships and other relationships with others?</li> </ul> </td> </tr> </tbody> </table>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● There is value in balancing core skills/actions with exploration of new and different ways of accomplishing goals</li> <li>● Knowledge and application of a few core lifestyle choices and habits can have a significant impact on health and happiness</li> <li>● Consistent physical activity enhances health, and the choices are endless throughout life.</li> <li>● Physical activity provides positive opportunities for health, enjoyment, challenge, self-expression, and social interaction.</li> <li>● Physical activity can provide an excellent alternative to current trends in health/behavior concerns</li> <li>● Relationships and friendships can be strengthened when participating in physical activities together</li> </ul>	<ul style="list-style-type: none"> <li>● What can I do to consistently improve towards my goals?</li> <li>● What lifestyle choices are most effective in improving health and fitness?</li> <li>● How might my activity choices change throughout my life?</li> <li>● What are some realistic goals to set for improved health and fitness?</li> <li>● How does physical activity impact the overall quality of my life?</li> <li>● How does physical activity impact friendships and other relationships with others?</li> </ul>
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<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Cues and key points of Flexibility training-Dynamic and Static Stretching, Yoga, Pilates</li> <li>● Cues and key points of non-competitive cardiovascular training, including running, cardio machines, and similar activities</li> <li>● Principles of athletic positioning, posture, and movement in Yoga, Pilates, Flexibility/Range of Motion, and other activities</li> <li>● Movement vocabulary-Muscles and anatomy, names of exercises, etc. in Yoga, Pilates, Flexibility/Range of Motion, and other activities</li> <li>● Healthy habits regarding sleep, time management, hydration, nutrition and stress management</li> <li>● Basics of meditation and mindfulness</li> <li>● Exercise and physical activity are linked to positive physical health and positive outlook on life</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Applying skills of Flexibility training-Dynamic and Static Stretching, Yoga, Pilates</li> <li>● Consistently participating in non-competitive Cardiovascular training</li> <li>● Developing a meditation/mindfulness practice</li> <li>● Setting realistic goals that will lead to improvement</li> <li>● Researching various available physical opportunities</li> <li>● Showing Dedication to Others-Include and take care of those around you</li> <li>● Evaluating positive and negative outlets for stress</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>
	<ul style="list-style-type: none"> <li>● Critical thinking...Creativity...Collaboration...</li> <li>● Communication...Information literacy...Media literacy.</li> <li>● Technology literacy...Flexibility.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Daily class participation (See Rubric)</li> <li>● Written Assessments: Online quizzes</li> <li>● Online Discussions</li> <li>● Student-Led workouts/sessions</li> <li>● Group projects/presentations</li> </ul>

Title of Curriculum: Advanced Training & Sports Nutrition Grades 9-12

Unit Name	What	How	Why
Baseline Testing	<ul style="list-style-type: none"> <li>● Mobility, agility, power, speed, and strength.</li> </ul>	<ul style="list-style-type: none"> <li>● FMS testing, squat therapy, 5-10-5 drill, vertical leap, 40 yard dash, Max reps; bench press, squat, deadlift</li> </ul>	<ul style="list-style-type: none"> <li>● Students will safely execute various exercises/drills and tests in mobility, agility, power, speed, and strength.</li> </ul>
Major Muscular Anatomy and Movements in Resistance Training	<ul style="list-style-type: none"> <li>● Identification of major muscles, and which are activated in various exercises/movements</li> <li>● Lower Push, Lower Pull, Upper Vertical Push, Upper Horizontal Push, Upper Vertical Pull, Upper Horizontal Pull</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Investigation/searching</li> <li>● Discussion</li> <li>● Group Collaboration</li> <li>● Construction of exercise movement library</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in resistance training workouts that include major muscles and movements</li> </ul>
Muscular Physiology -based on: Repetition Ranges, Types of Muscular Contractions, + Muscle Fiber Types	<ul style="list-style-type: none"> <li>● Rep ranges for outcomes in; power, muscular strength, and muscular endurance</li> <li>● Muscle Fiber Types; I, IIA, + IIB(x), and their influence on growth</li> <li>● Concentric, Eccentric, + Isometric Contractions</li> <li>● Delayed Onset of Muscle Soreness (DOMS) and recovery</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoints/Presentations</li> <li>● Discussions</li> <li>● Analysis</li> <li>● Resistance Training application</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand the influence of genetics on muscular growth and performance.</li> <li>● Students will be able to select appropriate resistances for their chosen outcome, and the future construction of a personalized resistance training program.</li> <li>● Students will apply the knowledge of contractions in the execution of exercises</li> </ul>

Basic Kinesiology	<ul style="list-style-type: none"> <li>● Planes of Movement; Sagittal, Frontal, Transverse, + multiplane</li> <li>● Other movements: flexion, extension, abduction, adduction, rotation, pronation, + supination</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoints/Presentations</li> <li>● Discussions</li> <li>● Analysis of Exercises and Movements</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participation in various exercises using particular planes of movement</li> </ul>
Construction of Individualized Resistance Training Program	<ul style="list-style-type: none"> <li>● Goal setting (SMART)</li> <li>● Exercises, order, movements, rep ranges, recovery</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoints</li> <li>● Demonstrations</li> <li>● Construction of a personal resistance training program</li> </ul>	<ul style="list-style-type: none"> <li>● Students will construct a personal resistance training program to reach their specific goal(s) by using knowledge and concepts disseminated earlier in the course.</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>● Reading and Understanding Food Labels</li> <li>● In-depth look at: <ul style="list-style-type: none"> <li>● Protein - complete + incomplete protein sources</li> <li>● Carbohydrates - specific types (simple and complex)</li> <li>● Fat - specific types (saturated, unsaturated, trans fats)</li> </ul> </li> <li>● Analysis of foods</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoints</li> <li>● Discussions</li> <li>● Nutritional Calculations</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be calculating caloric value of protein, carbohydrates, and fat</li> <li>● Students will be evaluating the nutritional value of specific foods</li> </ul>

Sports Nutrition, hydration + Supplements	<ul style="list-style-type: none"> <li>● Nutritional needs of an athlete</li> <li>● Protein amounts for specific athletic populations and optimal muscle growth</li> <li>● Best carbohydrate sources, glucose, insulin response, and glycogen stores</li> <li>● Meal timing and the anabolic window</li> <li>● Proper weight (fat loss)</li> <li>● Proper hydration and sweat loss</li> <li>● Supplements - safety and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>● PowerPoints</li> <li>● Discussions</li> <li>● Personal Food Log</li> <li>● Analysis of food log worksheet</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be tracking, calculating, and analyzing their personal Food Log</li> <li>● Students will calculate their personal protein requirements</li> </ul>
Speed, Agility, Plyometrics, Power, and Core Stability	<ul style="list-style-type: none"> <li>● Running Speed techniques/mechanics, and lateral speed</li> <li>● Agility drills</li> <li>● Plyometric exercises and progressions</li> <li>● Core Stability exercises</li> <li>● Injury prevention exercises</li> </ul>	<ul style="list-style-type: none"> <li>● Participation</li> <li>● PowerPoints</li> <li>● Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Students will participate in various Speed, Agility, Plyometric, and core stability exercises to enhance performance and aid in injury prevention</li> </ul>
Post-Testing	<ul style="list-style-type: none"> <li>● Mobility, agility, power, speed, and strength.</li> </ul>	<ul style="list-style-type: none"> <li>● FMS testing, squat therapy, 5-10-5 drill, vertical leap, 40 yard dash, Max reps; bench press, squat, deadlift</li> </ul>	<ul style="list-style-type: none"> <li>● Students will safely execute various exercises/drills and tests in mobility, agility, power, speed, and strength.</li> <li>● Students will evaluate their progress in the various areas of fitness tested.</li> </ul>

# Windham School District Curriculum

## Content Topic: Advanced Training & Sports Nutrition Grades 9-12

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Competencies (Standards):</i></p> <p><b>Standard 1:</b> <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i></p> <p><b>Standard 2:</b> <i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</i></p> <p><b>Standard 3:</b> <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i></p> <p><b>Standard 4:</b> <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i></p> <p><b>Standard 5:</b> <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</i></p>	<b>Transfer</b>	
	Students will be able to initiate and demonstrate life-saving skills.	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS Students will understand that...</p> <ul style="list-style-type: none"> <li>• Students will engage in physical fitness activities to improve skill and health-related fitness.</li> <li>• Students will construct an individualized and assessed resistance program to improve performance.</li> <li>• Students will apply specific and proficient movement concepts, principles, strategies, and skills, to enhance individual fitness.</li> <li>• Students will develop individualized nutrition plans/diets to aid in optimal performance.</li> <li>• Physical activity provides a variety of opportunities for health, enjoyment, challenge, accomplishment, self-expression and/ or social interaction.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• How does developing and participating in an advanced and individualized personal resistance program improve performance?</li> <li>• How does the development of individualized nutrition plans/diets aid in optimal performance levels?</li> <li>• How can cognitive information enhance advanced motor skill acquisition, strength, muscular development, fat loss, and athletic performance?</li> <li>• How does speed, agility, core and plyometric training/drills aid in injury prevention and performance enhancement?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• They're assessed areas in performance (power, strength, mobility, agility, and speed) from pre- and post-testing.</li> <li>• Scientific names of the major muscle groups of the body</li> <li>• New and advanced resistance exercises, and exercises to aid in injury prevention</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Identifying ways to improve specific areas of performance (speed, power, strength, etc.)</li> <li>• Creating and applying appropriate resistance exercises for formal movement-based strength training programs (push/pull), and selecting the appropriate order of exercises (compound/isolation).</li> </ul>	

	<ul style="list-style-type: none"> <li>● How genetics (muscle fibers) impact performance and hypertrophy</li> <li>● How to develop an individualized strength training program</li> <li>● Specific repetition ranges for certain outcomes, delayed onset of muscle soreness (DOMS), and recovery methods</li> <li>● How to read food labels, the caloric value of nutrients, benefits of nutrients, and foods that supply those nutrients.</li> <li>● The nutritional needs of an athlete, meal timing, and understand how to analyze a food log.</li> <li>● Drills to enhance performance (speed, agility, power, reaction time, and core stability)</li> <li>● Supplements that can improve fitness, health, and performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing an individualized strength training program <u>while considering</u> fitness goals, muscle fibers, DOMS, and recovery.</li> <li>● Identifying foods that contain a majority of protein, carbohydrates, and fat. <ul style="list-style-type: none"> <li>-calculating the caloric value of foods</li> </ul> </li> <li>● Logging food intake and analyzing it for the construction of a healthy and performance enhancement meal plan.</li> <li>● Choosing foods (and amounts) based on meal timing (pre/post workout) for optimal performance and recovery</li> <li>● Applying appropriate levels and progressions in plyometrics, and performing various speed, agility, and core training exercises.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Creativity</li> <li>● Collaboration</li> <li>● Communication</li> <li>● Information literacy</li> <li>● Media literacy</li> <li>● Technology literacy</li> <li>● Flexibility</li> <li>● Leadership</li> <li>● initiative</li> <li>● Productivity</li> <li>● Social Skills</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"><li>● Daily class participation (see rubric)</li><li>● Written assessments: tests/quizzes/projects</li><li>● Student presentations</li><li>● Food logs and analysis, and the construction of resistance training programs</li></ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"><li>● Classroom observations</li><li>● Peer feedback</li></ul>