Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: High School Physical Education		
School: Thomaston High School	**Grade: 9 & 10**	**Curriculum Pacing: 18 weeks**
Unit One: Fitness Activities and Techniques	**Unit Two: Individual-Performance Activities and Stress Management**	**Unit Three: Team-Based Games and Sports**
Unit Pacing: 6 weeks	**Unit Pacing: 6 weeks**	**Unit Pacing: 6 weeks**
Unit Overview: This unit includes activities with a focus on improving or maintaining fitness. Fitness activities might include but are not limited to yoga, Pilates, resistance training, spinning, running, fitness walking, kickboxing, cardio-kick, and Zumba.	**Unit Overview:** This unit provides students opportunities to learn and practice individual performance activities that include but are not limited to gymnastics, track and field, multisport events, wrestling, self-defense, and skateboarding.	**Unit Overview**: This unit provides students an opportunity to learn and practice team-based activities within the following sport categories: invasion, net/wall, target, and fielding/striking. Students will learn rules and ideas associated with sportsmanship, team spirit/ethic, and competitive etiquette.
Compelling Questions 1. Why is it important to be physically fit and how can I stay fit? 2. How will physical activity help me now and in the future?	**Compelling Questions** 1. What different ways can the body move given a specific purpose? 2. How can I move effectively and efficiently?	**Compelling Questions** 1. How can I move effectively and efficiently? 2. How do I interact with others during physical activity?
Priority Learning Targets Grade 9 I can demonstrate competency in 1 or more specialized skills during health-related fitness activities. (S1.H3.L1) I can demonstrate appropriate technique on resistance-training machines and with free	**Priority Learning Target** Grade 9 I can identify, practice, and employ stress-management strategies in order to sustain and improve my wellbeing. (S3.H14.L1) I can employ effective self-management skills to analyze barriers and modify physical activity	**Priority Learning Targets** Grade 9 I can create a practice plan to improve performance for a self-selected skill (S2.H3.L1). I can exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance

weights (S3.H7.L1)

I can identify and perform types of strength exercises and stretching exercises for personal fitness development (S3.H9.L1)

Grade 10

I can demonstrate competency in 2 or more specialized skills during health-related fitness activities (S1.H3.L2)

I can design and implement a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle (S3.H7.L2)

I can analyze the structure of the skeletal muscle and fiber types as they relate to my muscle development (S3.H9.L2).

patterns appropriately, as needed (S4.H1.L1)

I can select and participate in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1).

Grade 10

I can develop and implement a stress management routine that contributes to and supports my overall wellbeing. (S3.H14.L2).

I can create and sustain a personalized success plan for maintaining physical fitness that takes into account my own physical characteristics, performance levels, and potential .(S4.H1.L2).

I can identify the uniqueness of creative dance as a means of self-expression (S5.H3.L2).

(S4.H2.L1).

I can apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1).

Grade 10

I can identify the stages of learning a motor skill (S2.H3.L2).

I can examine moral and ethical conduct in specific competitive situations (e.g.,intentional fouls, current events in sport) (S4.H2.L2).

I can apply best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1).