Special thanks to the committee of teachers who worked on this document:

- Laura Fiore – Nathan Hale
- Doug Marchetti – Norwalk High
- Emmanuel Cosmas – Brien McMahon
- Dave Liberatore – Rowayton
- John Markewicz – Cranbury
- Pat Mascia – Ponus Ridge
- Rob Oppenheim – Jefferson
- Mark Reed – Silvermine
- Joe Spatola – Ponus Ridge
- Tory Sullivan – Brien McMahon
- Linda Wilson – Roton

Consultant, Colleen Morey

NORWALK BOARD OF EDUCATION

Thomas J. Vetter – Chairperson
Rosa Murray – Vice Chairperson
Richard Fuller – Secretary

Jody Bishop-Pullan
Greg Burnett

Susan Hamilton
Bruce Kimmel

Rob Polley

Salvatore J. Corda, Ph.D.
Superintendent

Karen E. Lang, Ed. D.
Assistant Superintendent
Curriculum and Instruction
<table>
<thead>
<tr>
<th>SPORT UNITS</th>
<th>GRADE LEVEL</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fitness</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racquet Sports - Tennis, Badminton, Paddle</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance/Rhythms/Gymnastics</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer/Speedball</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Games/Adventure</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond Sports/Softball</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Team Sports</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Lifetime Sports</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight Training/Personal Fitness</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(x\) = Introduction of lead-up skills - Skill-specific assessment takes place  
\(X\) = Sport-specific unit of instruction - Formal sport/activity-specific assessment takes place  
\(X \leftarrow----\) = Students must take each of these three courses sometime during grades 9 - 12
# Table of Contents

## Core Curriculum – Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>First Grade</td>
<td>5</td>
</tr>
<tr>
<td>Second Grade</td>
<td>7</td>
</tr>
<tr>
<td>Third Grade</td>
<td>9</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>12</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>15</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>18</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>21</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>24</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>27</td>
</tr>
</tbody>
</table>

## High School Electives -

<table>
<thead>
<tr>
<th>Elective</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>30</td>
</tr>
<tr>
<td>Badminton</td>
<td>32</td>
</tr>
<tr>
<td>Basketball</td>
<td>35</td>
</tr>
<tr>
<td>Cooperative Games/Adventure</td>
<td>38</td>
</tr>
<tr>
<td>Floor Hockey</td>
<td>40</td>
</tr>
<tr>
<td>Flag Football</td>
<td>43</td>
</tr>
<tr>
<td>Golf</td>
<td>46</td>
</tr>
<tr>
<td>Soccer</td>
<td>49</td>
</tr>
<tr>
<td>Softball/Diamond Sports</td>
<td>51</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>54</td>
</tr>
<tr>
<td>Team Sports</td>
<td>56</td>
</tr>
<tr>
<td>Tennis</td>
<td>59</td>
</tr>
<tr>
<td>Volleyball</td>
<td>62</td>
</tr>
<tr>
<td>Weight Training/ Personal Fitness</td>
<td>65</td>
</tr>
<tr>
<td>Introduction to Lifetime Sports</td>
<td>68</td>
</tr>
<tr>
<td>Swimming / Aquatics</td>
<td>70</td>
</tr>
<tr>
<td>Lifeguard Training</td>
<td>73</td>
</tr>
</tbody>
</table>
Norwalk Public Schools
Norwalk, Connecticut

PHYSICAL EDUCATION CURRICULUM

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

KINDERGARTEN OBJECTIVES

Motor Skills
1. Strike a ball with dominant foot from stationary position
2. Catch a ball with arm extension and ball “hug”
3. Demonstrate a self toss and catch with a bean bag
4. Throw an object underhand to a designated area
5. Can strike a stationary object
6. Run, demonstrating proper arm-leg opposition technique and while avoiding others
7. Demonstrate step-hop pattern
8. Walk with proper technique (reciprocate)
9. Gallop with proper technique
10. Clap to the beat of music
11. Dribble a ball with inside of right and left foot
12. Hand-dribble a ball in self-space from a stationary position
13. Roll in a tucked position – egg roll
14. Demonstrate a log roll
15. Demonstrate moving at different levels and in different pathways
16. Demonstrate balancing on different body parts
17. Transfer weight from feet to hands
18. Demonstrate single foot balance for 5 seconds
19. Hop on one foot in place
20. Jump in place using proper form
21. Jump off low object

Movement Concepts
1. Demonstrate moving in general space
2. Demonstrate responses to various verbal cues specific to directions
3. Apply movement vocabulary while participating in activity
Participates in Physical Activity (k – 2)

1. Identify the health benefits of physical activity
2. Identify activities that can be unhealthy (e.g., smoking, too many sedentary activities, failure to wear a bicycle helmet while biking)
3. Participate in physical activities outside of school
4. Identify aspects of physical activity they enjoy, either individually or in a group

Physical Fitness

1. Recognize heart rate differences between movement and rest
2. Sustain moderate activity level during Physical Education class
3. Identify activities that are enjoyable
4. Describe how exercise is both fun and healthy for you
5. Describe levels of exertion – energy output (e.g., high, medium, low) after a movement activity

Social Behavior (k – 2)

1. Demonstrate control of impulsive behavior during activities and games
2. Identify behavioral rules and classroom procedures for physical education class
3. Recognize and respect different ability levels of all classmates
4. Identify ways to work, share, and play cooperatively with classmates
5. Identify constructive and appropriate ways to resolve conflicts with peers

Values Activity (k – 2)

1. Participate in at least two cardio-respiratory activities weekly, for ten minutes each, outside the school, using skills learned in Physical Education classes
2. Demonstrate a willingness to try new physical activities and select/perform those which are enjoyable to them
3. Explain how physical activity affects the body – specifically the heart
4. Distinguish between activities that are healthy and unhealthy
5. Explain the meaning of being fit and the importance of being active
6. Recognize that participation in a variety of sports and activities can provide a foundation for a healthy and active lifestyle
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

FIRST GRADE OBJECTIVES

Motor Skills

1. Strike a ball with both the right and left feet using proper technique
2. Catch a ball from a skilled thrower in self-space
3. Throw an object underhand and overhand with proper trunk rotation and weight transfer
4. Kick a rolling ball
5. Run at slow, medium and fast speeds
6. Demonstrate mature, balanced walk at different speeds
7. Skip with proper technique forward and in different pathways
8. Strike a stationary object with an implement
9. Demonstrate galloping with proper technique in pathways
10. Walk, clapping to the beat of slow and fast music
11. Dribble a ball with inside of both feet to a designated area
12. Dribble a ball with control with dominant hand to a designated area 15 feet
13. Perform a forward roll
14. Demonstrate moving in different patterns – curved, zig-zag at different speeds
15. Demonstrate various locomotor skills while starting and stopping, maintaining balance
16. Demonstrate transferring weight from feet to hands over an object
17. Leap over a line, transferring weight from one leg to the other
18. Hop on one foot while traveling forward
19. Jump over a low object using correct form
20. Jump off a low object using correct form

Movement Concepts

1. Demonstrate the differences between general and self-space while using different techniques, and while using manipulatives
2. Demonstrate the differences between various speeds, various levels, and various directions
Participates in Physical Activity (k – 2)

1. Identify the health benefits of physical activity
2. Identify activities that can be unhealthy (e.g., smoking, too many sedentary activities, failure to wear a bicycle helmet while biking)
3. Participate in physical activities outside of school
4. Identify aspects of physical activity they enjoy, either individually or in a group

Physical Fitness

1. Participate in moderate to vigorous activities in a physical activity setting
2. Identify activities that evaluate physical fitness (curl-ups, push-ups, running, flexibility)
3. Demonstrate a variety of exertion levels (e.g., high, moderate, low)
4. Participate in physical challenges and practice skills to gain greater success
5. Participate in cardio-respiratory activities that increase one’s heart rate
6. Demonstrate variations of curl-ups, push-ups, running, etc.

Social Behavior (k – 2)

1. Demonstrate control of impulsive behavior during activities and games
2. Identify behavioral rules and classroom procedures for physical education class
3. Recognize and respect different ability levels of all classmates
4. Identify ways to work, share, and play cooperatively with classmates
5. Identify constructive and appropriate ways to resolve conflicts with peers

Values Activity (k – 2)

1. Participate in at least two cardio-respiratory activities weekly, for ten minutes each, outside the school, using skills learned in Physical Education classes
2. Demonstrate a willingness to try new physical activities and select/perform those which are enjoyable to them
3. Explain how physical activity affects the body – specifically the heart
4. Distinguish between activities that are healthy and unhealthy
5. Explain the meaning of being fit and the importance of being active
6. Recognize that participation in a variety of sports and activities provide a foundation for a healthy and active lifestyle
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

SECOND GRADE OBJECTIVES

Motor Skills

1. While traveling, kick a rolling ball with dominant foot
2. Catch a ball with proper technique while stationary and traveling
3. Throw an object overhand with proper trunk rotation and weight transfer to both stationary and moving targets
4. Run in a zig-zag and curved pattern
5. Strike a moving object with hand or implement
6. Volley a balloon or lightweight object with a partner
7. Walk up to and kick a stationary object
8. Demonstrate proper skipping technique with and without music in various directions
9. Gallop with proper form in different directions, speeds, and pathways
10. Travel using a variety of locomotor skills to music
11. Hand-dribble a ball around obstacles
12. Demonstrate ability to dribble a ball with both hands
13. Perform a forward roll into a standing position
14. Demonstrate use of force in body movements
15. Demonstrate symmetrical and non-symmetrical movements
16. Hop on one foot while traveling forward and backward
17. Demonstrate maintaining balance while moving at different levels and in different pathways
18. Demonstrate transfer of weight form foot to foot while maintaining proper body control (e.g., series of forward leaps, side sliding)
19. Jump onto and off of a low object using correct form

Movement Concepts

1. Demonstrate left/right orientation as directed by teacher
2. Demonstrate safety procedures as they pertain to activities and games
Participates in Physical Activity (k – 2)

1. Identify the health benefits of physical activity
2. Identify activities that can be unhealthy (e.g., smoking, too many sedentary activities, failure to wear a bicycle helmet while biking)
3. Participate in physical activities outside of school
4. Identify aspects of physical activity they enjoy, either individually or in a group

Physical Fitness

1. Participate in physical activities that raise one’s heart rate level
2. Define “cardio-respiratory endurance”
3. Participate in moderate to vigorous activity in a physical education class
4. Participate in a variety of physical activities on a regular basis
5. Explain why measurements of fitness activities are important (e.g., sit and reach, sit-ups, etc)
6. Explain the relationship of fitness to health
7. Develop, with teacher assistance, strategies to improve his/her health based on fitness assessments

Social Behavior (k – 2)

1. Demonstrate control of impulsive behavior during activities and games
2. Identify behavioral rules and classroom procedures for physical education class
3. Recognize and respect different ability levels of all classmates
4. Identify ways to work, share, and play cooperatively with classmates
5. Identify constructive and appropriate ways to resolve conflicts with peers

Values Activity (k – 2)

1. Participate in at least two cardio-respiratory activities weekly, for ten minutes each, outside the school, using skills learned in Physical Education classes
2. Demonstrate a willingness to try new physical activities and select/perform those which are enjoyable to them
3. Explain how physical activity affects the body – specifically the heart
4. Distinguish between activities that are healthy and unhealthy
5. Explain the meaning of being fit and the importance of being active
6. Recognize that participation in a variety of sports and activities can provide a foundation for a healthy and active lifestyle
THIRD GRADE OBJECTIVES

Motor Skills

General:

1. Throw an object overhand, showing opposition and follow-through
2. Jump forward and backward using a short rope
3. Demonstrate locomotor skills (e.g., running, skipping, galloping) using mature motor patterns, while moving at different speeds, on different levels, and in different directions
4. Catch a variety of tossed objects (e.g., balls, bean bags) at different levels with a partner
5. Step toward and make contact with slowly tossed ball using an implement
6. Use inside and outside of the foot to slowly dribble the ball
7. Control a moving ball by trapping with the feet
8. Kick a rolling ball, with follow-through, to a target
9. Dribble a ball while moving, using one hand and then the other
10. Shoot toward a basket or goal of an appropriate height from different distances

Dance/Rhythms/Gymnastics:

1. Perform combinations of locomotor and non-locomotor rhythmic patterns
2. Move using various speeds, levels, and directions with and without music
3. Balance on a variety of body parts

Volleyball:

1. Perform proper technique for a forearm pass (bump)
2. Demonstrate proper technique of an underhand serve
3. Demonstrate proper body position for serving and receiving
4. Demonstrate proper technique for using forearm pass on a tossed ball
**Track and Field:**

1. Demonstrate correct stance for beginning a race
2. Perform correct running technique
3. Demonstrate proper form on take off and landing for a variety of jumping related activities (e.g., lay-ups for basketball, standing broad jump)

**Movement Concepts**

**General:**

1. Identify ways movement concepts can be utilized in a variety of skills
2. Demonstrate locomotor movement skills in a variety of games and activities
3. While traveling, avoid and catch an individual or object
4. Hand dribble a ball and maintain control while traveling within a group
5. Develop patterns and combinations of movements into repeatable sequences
6. Accept the feelings resulting from challenges, successes, and failures in physical activity

**Dance and Rhythms:**

1. Identify terminology related to a variety of dances and dance forms
2. Explains how to move to a steady beat or with music

**Volleyball:**

1. Explain basic rules of the game (e.g. rotation, side-outs, and scoring system)
2. Describe proper applications of appropriate passing techniques
3. Describe adaptations needed in order to move to strike an object

**Track and Field:**

1. Describe the differences between jogging, running, and sprinting
2. List different breathing techniques for various distance races

**Participates in Physical Activity (3 – 5)**

1. Demonstrate enthusiasm to try new activities and selects ones which are enjoyable
2. Explain the benefits of how physical activity can be a healthy choice in one's life

**Physical Fitness**

1. Identify three components of fitness derived from participating in physical activities (e.g., muscular strength, flexibility, cardio-respiratory endurance, muscular endurance)
2. Participate in activities that improve cardio-respiratory endurance
3. Develop a fitness and nutrition program that will improve one’s personal health
4. Explain that regular exercise improves one’s physical fitness level
5. Identify the physiological signs associated with moderate to vigorous activity (sweating, increased heart rate, heavy breathing)

**Social Behavior (3 – 5)**

1. Describe and demonstrate ways to express emotions in a socially acceptable way
2. Demonstrate how to work effectively with those who have different physical abilities from one self
3. Demonstrate how to work cooperatively in group activities and games
4. Identify the consequences that result from inappropriate behavior

**Values Activity (3 – 5)**

1. Participate in at least two cardio-respiratory activities weekly, for twenty minutes each outside of school, using skills learned in Physical Education class
2. Explain how physical activity affects the body – specifically the heart and muscles
3. Demonstrate a willingness to try new physical activities, and selects/perform those which are enjoyable to them
4. Explain specific health benefits which result from specific physical activities
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

FOURTH GRADE OBJECTIVES

Motor Skills

General:

1. Develop proper technique for a bounce pass and chest pass to a partner ten feet away
2. Dribble a ball while changing directions and speed on a signal
3. Run into and out of a long turning rope
4. Catch an object thrown to them overhand at varying degrees of force and speed
5. Volley a tossed object back and forth to a partner, using hands, arms, or equipment, under control
6. Strike a lightweight ball underhand over a net from varying distances
7. Use a hockey stick to dribble a ball around stationary obstacles without losing control of the ball
8. Strike a ball toward a large targeted area from an appropriate distance using a golf club or hockey stick

Racquet Sports:

1. Demonstrate proper grip of the racquet or paddle
2. Demonstrate the ready position
3. Demonstrate the forehand stance
4. Demonstrate the forehand stroke

Soccer/Speedball:

1. Demonstrates a controlled dribble using a ball with either foot in general space, both independently and around obstacles
2. Kick a stationary and a rolling ball with inside of foot
3. Demonstrate the air dribble and pass (speedball)
4. Trap a ball using the sole of foot
Cooperative Games/Adventure:

1. Demonstrate the ability to move in a group without touching others or objects
2. Demonstrate proper spotting techniques specific to various activities
3. Demonstrate use of a variety of manipulative, locomotor, and non-locomotor skills during activity and game applications

Movement Concepts

General:

1. Apply movement concepts and vocabulary to game-specific activities
2. Design games and sequences that are personally fun and interesting
3. Consistently strike a softly tossed ball with a bat or paddle, demonstrating appropriate form and swing plane
4. Foot-dribble a ball maintaining control while traveling within a group

Racquet Sports:

1. Describe the scoring protocol for tennis/badminton
2. Explain player rotation prior to service
3. Identify the court markings for tennis/badminton courts
4. Explains proper grip for racquet activities and demonstrates needed adjustments specific to sport and situation

Soccer/Speedball:

1. Identify basic rules and terminology of soccer (e.g. corner Kick, handball, fouls, goal-kick, free-kick)
2. Describe proper spatial orientation for players in a modified game
3. Describe body positioning needed for stopping or trapping during game play

Cooperative Games/Adventure:

1. Identify appropriate skills needed for decision-making, goal setting, risk-taking and problem solving
2. Explains appropriate safety techniques as needed for various games and activities

Participates in Physical Activity (3 – 5)

1. Demonstrate enthusiasm to try new activities and selects ones which are enjoyable
2. Explain the benefits of how physical activity can be a healthy choice in one's life

**Physical Fitness**

1. Monitor progress toward personal fitness goals
2. Participate in Connecticut State Physical Fitness Assessment
3. Establish short and long term personal fitness goals
4. Identify fitness skills necessary for a healthy lifestyle (e.g., flexibility, balance, stability, coordination, power)

**Social Behavior (3 – 5)**

1. Describe and demonstrate ways to express emotions in a socially acceptable way
2. Demonstrate how to work effectively with those who have different physical abilities from oneself
3. Demonstrate how to work cooperatively in group activities and games
4. Identify the consequences that result from inappropriate behavior

**Values Activity (3 – 5)**

1. Participate in at least two cardio-respiratory activities weekly, for twenty minutes each outside of school, using skills learned in Physical Education class
2. Explain how physical activity affects the body – specifically the heart and muscles
3. Demonstrate a willingness to try new physical activities, and selects/perform those which are enjoyable to them
4. Explain specific health benefits which result from specific physical activities
Norwalk Public Schools  
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

FIFTH GRADE OBJECTIVES

Motor Skills

General:

1. Jump with both a long and short rope using various jumping techniques
2. Use underhand and overhand volleys and bump passes in a defined or self-designed small group game
3. Demonstrate a variety of kicking techniques
4. Throw a football to a target with accuracy, showing trunk rotation and weight transfer
5. Catch a football while running a pass pattern (e.g., catches with his or her hands and pulls the ball to their body)
6. Develop basic strokes, both forehand and backhand
7. Demonstrate mature locomotor patterns at different speeds, levels, and directions, and transfers them to modified game situations

Basketball:

1. Dribble a ball while stationary and moving forward
2. Demonstrate a variety of passes (e.g. chest, bounce)
3. Catch a thrown basketball (e.g. chest, bounce)
4. Demonstrate proper defensive stance and guarding positions

Diamond Sports (Softball, Whiffleball):

1. Demonstrate overhand and underhand throwing techniques
2. Demonstrate catching techniques – above and below waist
3. Demonstrate batting position and technique specific to striking both stationary and moving objects
4. Demonstrate base running technique

Golf:

1. Demonstrate the proper grip of a club for driving
2. Demonstrate the proper grip of a club for putting
3. Demonstrate the proper stance for driving
4. Demonstrate the proper stance and technique for putting a golf ball

**Movement Concepts**

**General:**

1. Perform patterns of dance and tumbling movements in repeatable sequences
2. Hand dribble and maintain control of a ball while being chased in a group
3. Identify ways movement concepts can be used to refine movement and skills applications
4. Demonstrate appreciation of differences and similarities in others’ movement abilities

**Basketball:**

1. Identify various terminology used in basketball (e.g. fouling, traveling, double dribbling, scoring)
2. Apply basic rules of basketball
3. Explain the technique needed to move the ball in various ways (e.g., dribbling, bouncing, throwing)
4. Explain the ready position as it applies to basketball

**Diamond Sports (Softball, Whiffleball):**

1. Explain and apply the concept of judging distance, height, and force in throwing and catching
2. Explain the basic rules of softball
3. Distinguish between the various positions of field players in softball
4. Differentiate the ready position as it applies to softball verses other sports (e.g., basketball)
5. Identify field markings and their applications

**Golf:**

1. Explain scoring for a golf game

**Participates in Physical Activity (3 – 5)**
1. Demonstrate enthusiasm to try new activities and selects ones which are enjoyable
2. Explain the benefits of how physical activity can be a healthy choice in one's life

**Physical Fitness**

1. Monitor heart rate before and after physical activity using carotid artery
2. Monitor progress toward personal health goals and make adjustments when necessary
3. Participate in assessments of fitness activities and interprets results to improve his/her personal health status
4. Explain the importance of hydrating and re-hydrating before and after exercise
5. Analyze the components of fitness and how they relate to personal lifestyles
6. Identify activities that improve personal fitness

**Social Behavior (3 – 5)**

1. Describe and demonstrate ways to express emotions in a socially acceptable way
2. Demonstrate how to work effectively with those who have different physical abilities from one self
3. Demonstrate how to work cooperatively in group activities and games
4. Identify the consequences that result from inappropriate behavior

**Values Activity (3 – 5)**

1. Participate in at least two cardio-respiratory activities weekly, for twenty minutes each outside of school, using skills learned in Physical Education class
2. Explain how physical activity affects the body – specifically the heart and muscles
3. Demonstrate a willingness to try new physical activities, and selects/perform those which are enjoyable to them
4. Explain specific health benefits which result from specific physical activities
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

**SIXTH GRADE OBJECTIVES**

**Motor Skills**

**General:**

1. Demonstrate balance and weight transfer through a variety of activities and skills
2. Demonstrate the ability to change direction and pace of movement to a variety of beats and cadences
3. Demonstrate the ability to throw to a target or teammate while stationary or moving
4. Demonstrate the ability to throw to jump and land through a variety of sports applications

**Racquet Sports:**

1. Demonstrate proper stance and technique for the backhand stroke
2. Demonstrate proper serve to a designated area
3. Demonstrate volleying using an appropriate stroke – backhand, forehand

**Soccer/Speedball:**

1. Demonstrate trapping a kicked or rolled ball using legal body parts
2. Execute a legal throw-in
3. Dribble while changing directions, increasing speed and maintaining control in lead-up activities
4. Shoot a ball into a goal
5. Convert ground balls into air balls (speedball)
6. Demonstrate proper goal tending technique of stopping a ball legally (e.g. catching, blocking, swatting)
7. Demonstrate defensive positioning to thwart off an offensive attack
8. Demonstrate passing and shooting skills to a variety of lead-up games and activities
Volleyball:

1. Demonstrate proper body position for an overhead serve and underhand serve
2. Demonstrate proper technique and body position for bump, set, and spike techniques
3. Demonstrate the proper blocking and digging techniques

Movement Concepts

General:

1. Strike an object using an implement, hand, feet, or arms as it applies to appropriate game
2. Explain and apply spatial awareness to improve performance in an activity/game situation

Racquet Sports:

1. Explain the rules of the games of tennis and badminton
2. Demonstrate court rotation in a modified or actual game situation
3. Explain and apply appropriate scoring procedures
4. Identify court markings and explain their purposes as they pertain to a game

Soccer/Speedball:

1. Distinguish between offensive and defensive positioning and their associated responsibilities
2. Identify key field markings and their application in a game situation

Volleyball:

1. Explain terminology associated with the game of volleyball
2. Describe components of game strategies (e.g. block, bump, set, spike)
3. Explain and apply scoring procedures and game rules
4. Identify court markings and their purpose as they pertain to a game

Participates in Physical Activity (6 – 8)

1. Describe how physical activity provides a valuable opportunity for socialization and group interaction
2. Identify the benefits of a health-enhancing verses sedentary lifestyle
3. Evaluate and modify activity pursuits to maintain or enhance enjoyment
Physical Fitness

1. Develop a list of activities that they enjoy or in which they have interest
2. Monitor heart rate before, during and after physical activity using different pulse points
3. Identify appropriate recovery time
4. Identify appropriate snacks before and after activities
5. Identify healthy beverages to re-hydrate during and after exercise
6. Prepare and maintain a weekly exercise log to track workouts
7. Create and maintain a daily nutrition plan
8. Participate in Connecticut State Physical Fitness Assessment

Social Behavior (6 – 8)

1. Explain and discuss strategies to motivate successful performance
2. Demonstrate respect for others while engaging in a variety of challenges and activities
3. Control their behavior so they do not interfere with others’ rights to learn
4. Work cooperatively by giving support, and showing concern while participating in a variety of activities
5. Identify their strategies to prevent and resolve interpersonal problems
6. Listen to, acknowledge, and respond to the needs of others before making decisions
7. Implement decision-making skills to resist unsafe activities while under direct or indirect supervision

Values Activity (6 – 8)

1. Describe how one's personal interests and capabilities enhance one’s participation in healthy lifetime activities
2. Implement proper fitness and health enhancing techniques while engaging in activities outside of school
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

SEVENTH GRADE OBJECTIVES

Motor Skills

General:

1. Demonstrate the ability to strike a ball in a game situation using hand or implement
2. Demonstrate the ability to move an object around obstacles using right and left foot while changing speeds and directions
3. Demonstrate proper technique in striking objects from stationary or moving positions

Basketball:

1. Perform a pivot
2. Demonstrate proper shooting technique (e.g. lay-up, set shot, foul shot)
3. Demonstrate proper rebounding and blocking out shots

Diamond Sports (Softball, Whiffleball):

1. Demonstrate proper fielding of batted balls (e.g. airborne, grounded)
2. Demonstrate proper underhand pitching (no arc)
3. Demonstrate proper technique for batting a ball

Track and Field:

1. Demonstrate proper hurdling technique
2. Demonstrate proper baton exchange while moving
3. Demonstrate proper javelin tossing technique (e.g. stance, positioning, footwork, follow-through) using a modified javelin
4. Demonstrate proper take-off and landing techniques from a marked area
Movement Concepts

General:

1. Provide appropriate feedback regarding techniques and strategies to teammates in game situations to enhance their performance

Basketball:

1. Identify key court markings (e.g. lane, free-throw, baseline, half-court, three-point line) and explain their application in game situations
2. Describe teamwork strategies for successful offensive and defensive
3. Execute general characteristics of movements that can be applied to offense and defense (e.g., zone, man-to-man, screens, moving without the ball)

Diamond Sports (Softball, Whiffleball):

1. Explain the strategies for ball placement of a batted ball
2. Explain base running strategies
3. Explain fielding concepts (e.g., force-outs, tagging-up)

Track and Field:

1. Describe proper body mechanics for take-off and landing
2. List the elements of proper baton exchange
3. Describe proper body mechanics for throwing the javelin
4. Utilize appropriate techniques to perform various running events

Participates in Physical Activity (6 – 8)

1. Describe how physical activity provides a valuable opportunity for socialization and group interaction
2. Identify the benefits of a health-enhancing versus sedentary lifestyle
3. Evaluate and modify activity pursuits to maintain or enhance enjoyment

Physical Fitness

1. Re-calculate target heart rate range based on age
2. Explain differences between exercises that address strength, flexibility, and endurance
3. Develop warm-up regimen and name the muscle groups which are involved
4. Explain the importance of warm-up and cool-down
5. Develop a seasonal work-out plan that focuses on personal goals

Social Behavior (6 – 8)
1. Explain and discuss strategies to motivate successful performance
2. Demonstrate respect for others while engaging in a variety of challenges and activities
3. Control their behavior so they do not interfere with others’ rights to learn
4. Work cooperatively by giving support, and showing concern while participating in a variety of activities
5. Identify their strategies to prevent and resolve interpersonal problems
6. Listen to, acknowledge, and respond to the needs of others before making decisions
7. Implement decision-making skills to resist unsafe activities while under direct or indirect supervision

Values Activity (6 – 8)
1. Describe how one’s personal interests and capabilities enhance one’s participation in healthy lifetime activities
2. Implement proper fitness and health enhancing techniques while engaging in activities outside of school
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

EIGHTH GRADE OBJECTIVES

Motor Skills

General:

1. Demonstrate the ability to catch a thrown object using proper technique while moving at various speeds in a variety of activities
2. Demonstrate a volley using arms, hands, or equipment in a game situation

Racquet Sports:

1. Demonstrate the overhead stroke
2. Demonstrate placement of the shuttlecock or tennis ball in game play
3. Maintain a short rally with a partner/opponent
4. Demonstrate drop shot, overhead smash, and other shot placements

Soccer/Speedball:

1. Pass a ball to a moving teammate using right and left feet
2. Dribble a ball to evade a defender
3. Demonstrate proper goal tending techniques (e.g. punt, roll, throw, goal kicks)
4. Demonstrate the ability of shielding a ball
5. Defend an opponent properly using correct body positions, marking, etc.

Golf:

1. Demonstrate the proper swing for driving a ball
2. Demonstrate the proper chip shot
3. Demonstrate proper stance and alignment as it relates to putting, driving, chipping

Movement Concepts
General:

1. Explain the importance of teamwork as it applies to a variety of activities

Racquet Sports:

1. Explain defensive and offensive strategies for various situations in game play
2. Explain player position and court strategies

Soccer/Speedball:

1. Explain appropriate teamwork strategies for success in offensive and defensive positions and situations during a game situation

Golf:

1. Explain appropriate club selection for various situations in golf play
2. Describe strategies specific to various situations in golf play
3. Explain the rules and etiquette for golf

Participates in Physical Activity (6 – 8)

1. Describe how physical activity provides a valuable opportunity for socialization and group interaction
2. Identify the benefits of a health-enhancing versus sedentary lifestyle
3. Evaluate and modify activity pursuits to maintain or enhance enjoyment

Physical Fitness

1. Maintain personal fitness journal which includes work-outs, food intake, fluid intake, heart rate prior to, during, and after activity
2. Critique work-out (how does one’s body feel after workout?) and make adjustments as dictated
3. Categorize activities and exercises according to potential fitness benefits
4. Incorporate the use of music into various phases of work-out (e.g., warm-up, activity, and cool-down)
5. Incorporate, whenever possible, weighted objects and/or stationary equipment into workout to create variety
6. Participate in Connecticut State Physical Fitness Assessment

Social Behavior (6 – 8)

1. Explain and discuss strategies to motivate successful performance
2. Demonstrate respect for others while engaging in a variety of challenges and activities
3. Control their behavior so they do not interfere with others’ rights to learn
4. Work cooperatively by giving support, and showing concern while participating in a variety of activities
5. Identify their strategies to prevent and resolve interpersonal problems
6. Listen to, acknowledge, and respond to the needs of others before making decisions
7. Implement decision-making skills to resist unsafe activities while under direct or indirect supervision

Values Activity (6 – 8)

1. Describe how one’s personal interests and capabilities enhance one’s participation in healthy lifetime activities
2. Implement proper fitness and health enhancing techniques while engaging in activities outside of school
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

NINTH – TWELFTH GRADE OBJECTIVES

Motor Skills

General:

1. Demonstrate body control as it relates to various activities with or without objects and at varying speeds, levels, and distances
2. Utilize basic movements and skills to execute more complex skills
3. Utilize basic skills to participate in a wide range of individual, dual and team lifetime pursuits

Movement Concepts

General:

1. Analyze skills that will improve the performance of himself or herself and others during individual or group activities
2. Analyze and assesses the motor performance of himself or herself and others in selected activities
3. Develop a long-term plan for self-improvement in a movement activity to achieve a desired level of skillfulness

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply an physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment
10. Participate in Connecticut State Physical Fitness Assessment (grade 10)

**Social Behavior (9 – 12)**

1. Evaluate how one's emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one's own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one's daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach "win-win" solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community
Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Archery

Motor Skills

1. Assume a proper stance, parallel to target.
2. Nock an arrow correctly, with odd color fletching up.
3. Draw the arrow using proper technique.
4. Anchor the string in the proper position.
5. Use correct aiming techniques to sight the target.
6. Release the arrow properly and uses correct follow-through.

Movement Concepts

1. Demonstrate all safety signals and precautions at all times.
2. Adjust aiming techniques when adjustments are necessary.
3. Demonstrate how to keep score properly.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Badminton

Motor Skills

1. Demonstrate a short serve, using correct form and technique
2. Demonstrate a long serve, using correct form and technique.
3. Demonstrate an underhand clear shot, using correct form and technique.
4. Demonstrate an overhand clear shot, using correct form and technique.
5. Demonstrate an underhand drop shot, using correct form and technique.
6. Demonstrate an overhand drop shot, using correct form and technique.
7. Demonstrate a smash shot, using correct form and technique.
8. Demonstrate a backhand shot using correct form and technique.

Movement Concepts

1. Demonstrate knowledge of court markings and their application in a game situation.
2. Use an appropriate serve in a game situation.
3. Use a variety of shots during game play.
4. Direct shot away from an opponent during game play situations.
5. Utilize skills and develop strategies in offensive situations.
6. Utilize skills and develop strategies in defensive situations.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
Basketball

Motor Skills

1. Dribble with either hand while moving in a game or drill situation.
2. Control the ball while being defended in a game or drill situation.
3. Perform a variety of dribbling skills in a game situation.
4. Shoot a lay-up from either side of the basket using correct form and technique.
5. Catch and shoot using the correct form and technique.
6. Create a shot using a variety of moves and/or dribbles from various areas of the court.
7. “Block out” an opponent to properly position themselves for an offensive or defensive rebound in a game or drill situation.

Movement Concepts

1. Execute “give and go” during a game play or drill situation, using correct form and technique.
2. Execute a “pick and roll” during a game play or drill situation, using correct form and technique.
3. Demonstrate proper court awareness in order to move to create a shot, or help a teammate create a shot.
4. Execute man-to-man defensive techniques to keep opponent away from the basket.
5. Demonstrate knowledge of zone defense techniques, and understands their responsibility while playing that defense.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate
opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community
**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
Cooperative Games / Adventure

Motor Skills

1. Demonstrate appropriate body control and movements to accomplish team challenges

Movement Concepts

1. Participate in developing team strategies for success
2. Demonstrate knowledge of rules and protocol in adventure activity situations

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Floor Hockey

Motor Skills

1. Move the puck and/or ball the length of the playing area using both sides of the blade.
2. Maneuver around obstacles and/or opponents using correct stick handling mechanics.
3. Pass the puck/ball accurately to a teammate who is moving.
4. Demonstrate a forehand shot, using correct form and technique.
5. Demonstrate a backhand shot, using correct form and technique.
6. Receive and control the ball/puck while moving

Movement Concepts

1. Demonstrate an awareness of safety measures utilized during game play.
2. Utilize a variety of stick handling techniques and passes to avoid defenders.
3. Demonstrate proper spatial awareness during game play

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Flag Football

Motor Skills

1. Complete a forward pass to a partner utilizing proper grip, arm motion, footwork and follow through.
2. Catch a ball thrown from a partner, using proper mechanics for a high or low pass.
3. Catch a pass thrown by a partner while running a pass pattern.
4. Run a series of pass patterns, including a slant, post, square in/out, fade and/or hitch.
5. Demonstrate the mechanics for run and pass blocking.
6. Demonstrate zone and man coverage against a pass.

Movement Concepts

1. Utilize a variety of running and passing plays in game situations.
2. Utilize a combination of passing routes during game play situations.
3. Utilize defensive strategies at appropriate times during game play situations.
4. Demonstrate awareness of safety measures during game play.
5. Demonstrate knowledge of proper rules and protocol in game situations.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults.
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day.

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels.
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Golf

Motor Skills

1. Demonstrate proper stance and alignment as it relates to the ball and the desired shot
2. Demonstrate proper swing as it relates to all components – takeaway, downswing, contact and follow through.
3. Chip a ball toward a target, utilizing proper swing.
4. Putt a ball toward a target, utilizing proper aiming technique, swing, and follow through.

Movement Concepts

1. Explain and demonstrate proper golf etiquette.
2. Explain and demonstrate golf safety rules as they apply to a driving range and golf course.
3. Select the proper club necessary for particular shot(s).
4. Demonstrate ability to keep score properly.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one's emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one's own and others' feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one's daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach "win-win" solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Soccer

Motor Skills

1. Demonstrate ability to dribble the ball with control using various parts of each foot.
2. Demonstrate a short pass to a partner utilizing proper technique.
3. Demonstrate a long pass/clearing shot, while moving utilizing proper technique.
4. Demonstrate a throw-in, using proper technique to a moving player

Movement Concepts

1. Use short and long kicks effectively in a game play situation.
2. Pass effectively to a partner in a game play situation.
3. Utilize a throw-in effectively in a game play situation.
4. Demonstrate spatial awareness in game play situations

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Softball / Diamond Sports

Motor Skills

1. Throw a ball to a partner who is stationary, utilizing correct form and technique.
2. Catch a ball thrown by a partner, while moving or stationary, utilizing correct form and technique.
3. Hit a pitched ball, utilizing proper grip, swing, and follow through.
4. Field and throw a ball a batted ball at different positions, utilizing correct form and technique.

Movement Concepts

1. Apply defensive positioning strategy correctly.
2. Apply defensive strategy in field play correctly (i.e. throwing to the correct base)
3. Apply offensive strategy correctly (i.e. running the bases correctly).
4. Follow all safety signals and precautions at all times in game situations

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

**Table Tennis**

**Motor Skills**

1. Demonstrate a proper serve in a game play situation.
2. Demonstrate a drive shot correctly in a game play situation.
3. Demonstrate a push shot correctly in a game play situation.
4. Demonstrate a smash shot correctly in a game play situation.
5. Demonstrate a backhand shot correctly in a game situation

**Movement Concepts**

1. Utilize a serve correctly in a game play situation.
2. Utilize offensive skills properly in a game play situation.
3. Utilize defensive skills properly in a game play situation.
4. Utilize a variety of shots within a game play situation.
5. Demonstrate knowledge of rules, etiquette, game protocol, and scoring

**Participates in Physical Activity (9 – 12)**

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

**Physical Fitness (9 – 12)**

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
Norwalk Public Schools
Norwalk, Connecticut

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Introduction to Team Sports

Motor Skills

1. Demonstrate ability to set up in correct offensive position.
2. Demonstrate ability to play offense within the rules of the game.
3. Demonstrate ability to work with teammates to set up offensive plays/strategies.
4. Demonstrate ability to set up in correct defensive position.
5. Demonstrate ability to play defense within the rules of the game.
6. Demonstrate ability to move to correct area while playing defense.
7. Demonstrate ability to move appropriately with the action of a game.
8. Demonstrate ability to utilize teammate during the course of game play.

Movement Concepts

1. Utilize offensive strategy correctly during game play situation.
2. Utilize defensive strategy correctly during game play situation.
3. Make appropriate decisions during game play situations (i.e. when and where to pass, move, etc.)
4. Demonstrate knowledge of rules, sport specific protocol, and scoring

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day
Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community
Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Tennis

Motor Skills

1. Demonstrate proper forehand stroke, using proper grip, swing, and follow through.
2. Demonstrate proper backhand stroke, using proper grip, swing, and follow through.
3. Demonstrate proper serve, using correct mechanics, swing, and follow through.
4. Demonstrate ability to volley with a partner, utilizing correct strokes.

Movement Concepts

1. Use various serves (i.e. placement and type) to the correct court in a game play situation.
2. Use a variety of shots in a game play situation.
3. Direct shots away from an opponent in a game play situation.
4. Utilize skills and strategies in a defensive situation.
5. Utilize skills and strategies in an offensive situation.
6. Demonstrates knowledge of safety, etiquette, rules and scoring

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior  (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity  (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities, and sports.

Volleyball

Motor Skills

1. Demonstrate a legal serve, using proper mechanics and follow through
2. Demonstrate a forearm pass ("bump") using correct mechanics and follow through to a target
3. Demonstrate a set using correct mechanics and follow through to a target
4. Demonstrate a hit/spike, using correctly mechanics and follow through.
5. Demonstrate blocking techniques while moving along the net using correct mechanics and follow through

Movement Concepts

1. Use various serves (i.e. short/deep, left/right) in a game play situation.
2. Use a variety of shots in game play.
3. Utilize teammates and multiple passes during game play situation.
4. Direct shots away from opponents during game play situations.
5. Keep track of score during game play situations.
6. Demonstrate knowledge of safety, rules, game protocol, and scoring

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at target heart rate for designated periods of time
4. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
5. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
6. Can interpret and apply a physical fitness plan
7. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
8. Participate and distinguish in a variety of muscular strength and endurance training techniques
9. Perform a variety of tasks to measure personal fitness levels
10. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
Weight Training / Personal Fitness

Motor Skills

1. Perform a variety of free weight exercises utilizing proper grip and technique.
2. Perform a variety of exercises using selected equipment, using proper form and technique.
3. Utilize cardiovascular equipment (i.e. stationary bikes, steppers, rowers etc.) using correct form and technique.
4. Perform auxiliary exercises using various pieces of equipment (i.e. body bars, exercise balls, medicine balls, plyometric platforms) using correct form and technique.
5. Utilize various pieces of technology (i.e. pedometers, heart rate monitors, Tanita scales, etc.) to gauge level of fitness and make appropriate adjustments.

Movement Concepts

1. Demonstrate proper safety techniques while performing a variety of exercises.
2. Demonstrate knowledge of correct spotting techniques while using free weights.
3. Use a variety of programs on cardiovascular equipment, and knows the differences between programs.
4. Develop a personal fitness plan, utilizing a variety of equipment and exercises to meet stated goals.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults.
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

**Physical Fitness (9 – 12)**

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others’ feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
**required course**

**Norwalk Public Schools**
**Norwalk, Connecticut**

The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

### Introduction to Lifetime Sports

**Motor Skills**

1. Demonstrate a variety of serves and basic strokes in a variety of net games, including tennis, badminton and pickleball.
2. Synthesize basic movement skills and patterns into more complex movements to achieve and maintain an appropriate level of fitness.

**Movement Concepts**

1. Differentiate between a variety of activities, choosing those that reflect personal interest.
2. Utilize skills and strategies in a defensive game play situation
3. Utilize skills and strategies in an offensive game play situation
4. Demonstrate proper safety, etiquette, and sport specific protocol

**Participates in Physical Activity (9 – 12)**

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

**Physical Fitness (9 – 12)**

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Swimming / Aquatics

Motor Skills

1. Move independently in the water using a variety of swimming strokes.
2. Play in modified water games (water polo, volleyball, etc.) according to designated rules.
3. Steer a canoe through an obstacle course utilizing skills taught in class.
4. Use an approach and hurdle to jump or dive off the diving board.
5. Properly fit and use a mask, snorkel, and fins to explore underwater.
6. Utilize simple rescue techniques (extensions, reaches, etc.) to assist swimmers in need of help.

Movement Concepts

1. Practice safe swimming and diving techniques while on deck and in the pool.
2. Use a pace clock to track progress and develop a personalized workout program.
3. Play in modified water games, demonstrating proper game play strategy.

Participates in Physical Activity (9 – 12)

1. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle
2. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults
3. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

**Social Behavior (9 – 12)**

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

**Values Activity (9 – 12)**

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals
The CDC recommends that youth engage in 60 minutes of daily physical activity. In an effort to maximize on activity time, students will integrate knowledge, concepts, and skill acquisition through active participation in developmentally appropriate challenges, activities and sports.

Lifeguard Training

Motor Skills

1. Identify behaviors of a distressed swimmer and an active or passive drowning victim.
2. Demonstrate how to perform equipment-based rescues.
3. Explain how to administer first aid and how to care for breathing and cardiac emergencies.
4. Explain how to recognize and care for possible head, neck and back injuries.

Movement Concepts

1. Explain the value of behaving in a professional manner.
2. Identify the components of an emergency action plan and how to activate it.
3. Identify the general procedures for a water emergency when rescuing a victim.

Participates in Physical Activity (9 – 12)

4. Willingly participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.
5. Demonstrate the use of appropriate strategies for affecting behavior change regarding physical activity among adults.
6. Demonstrate effective time management skills that accommodate opportunities for physical activity to be incorporated into a busy day.

Physical Fitness (9 – 12)

1. Demonstrate improvement in personal fitness levels
2. Demonstrate ability to work out at Target heart rate for designated periods of time
3. Maintain appropriate levels of muscular strength, endurance, flexibility, and cardio-respiratory endurance to lead a healthy lifestyle
4. Modify, adjust, or create various sports or activities to achieve desired fitness results through participation
5. Can interpret and apply a physical fitness plan
6. Participate regularly in a variety of physical activities in order to maintain a healthy lifestyle
7. Participate and distinguish in a variety of muscular strength and endurance training techniques
8. Perform a variety of tasks to measure personal fitness levels
9. Identify the type, application, and physiological benefits of a wide range of fitness-related equipment

Social Behavior (9 – 12)

1. Evaluate how one’s emotions and actions in various physical activity settings affect others
2. Evaluate how positive adult role models (e.g., sport figures, community leaders, athletes) and community support systems (e.g., after-school programs, leagues, health facilities and sports clubs) contribute to success in school and life
3. Identify and apply strategies to overcome obstacles to achieve goals
4. Use conversation skills in a respectful manner to acknowledge similarities and differences between one’s own and others feelings and perspectives
5. Demonstrate respect and advocacy for the rights and contributions of others from different social and cultural groups
6. Evaluate one’s daily communication and social skills while contributing to a group as a member or leader
7. Utilize conflict resolution and negotiation skills to reach “win-win” solutions
8. Demonstrate and apply personal responsibility in making ethical decisions
9. Apply decision-making skills to establish responsible interpersonal relationships, gather information, generate alternatives, and anticipate the consequences of decisions
10. Work cooperatively with others to plan, implement and evaluate a group project or effort within the school or community

Values Activity (9 – 12)

1. Participate in a variety of individual and group activities that are enjoyable to him or her
2. Identify the positive lifetime health and social benefits gained from participation in a sport or other physical activity
3. Create self-rewards for achieving personal fitness/physical activity goals