



**CONNECTICUT TECHNICAL EDUCATION
AND CAREER SYSTEM**

Grades 9 - 12

Physical Education

**Connecticut Technical High School System
39 Woodland Street
Hartford, Connecticut 06105**

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CTECS - Vision of a Graduate
Connecticut Technical Education and Career System
Vision of a Graduate
A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut’s workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Prepare students for the District Summative Assessments, ensuring alignment with the Course Map
- Maintain consistency of instruction across campuses while adapting to student needs

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs, cycle schedules, and industry-based opportunities, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the trade program. They reflect the core technical competencies, safety practices, and industry-aligned skills that require the greatest instructional focus and appear on program assessments. In CTE programs, each Priority Standard also functions as a Unit of Study, because it includes the required components such as big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard. Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Resources

Resources include the tools, equipment, texts, materials, and digital tools that support learning within each unit and reflect industry standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Vocabulary

Essential vocabulary includes the technical and academic terms students must understand and use accurately to engage in scientific learning and demonstrate proficiency on assessments. Vocabulary is foundational to safety, precision, and communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Physical Education Philosophy

The primary mission of our Physical Education program is to develop physically literate individuals who possess the competence and confidence to move in a wide variety of physical activities. We believe that providing a planned, sequential curriculum is essential to support the healthy development of the whole person, ensuring students graduate with the knowledge and skills necessary to engage in a lifetime of health-enhancing physical activity and wellness. By focusing on psychomotor, cognitive, and affective domains, we provide a foundation that empowers students to thrive both personally and academically.

Our curriculum is built upon the five national standards adopted by SHAPE America, which emphasize motor skill competency, the application of movement principles, and the maintenance of health-enhancing fitness. We utilize the Whole School, Whole Community, Whole Child (WSCC) model to align our physical education goals with the broader health and social-emotional needs of our students. This integrated approach ensures that students do not just perform exercises but understand the "why" behind their movements, fostering a deep-seated value for physical activity, challenge, and self-expression.

We are committed to nurturing Social and Emotional Learning (SEL) by drawing explicit connections between physical activity and CASEL's core competencies, such as self-management and relationship skills. Our program fosters responsible personal and social behavior, teaching students to respect themselves and others while assuming leadership roles in diverse environments. We strive to create an inclusive atmosphere where students learn to collaborate, solve problems, and appreciate individual differences in physical development.

Finally, our philosophy prepares students for college and career readiness by emphasizing the creation and implementation of personalized fitness programs. We move beyond simple participation to encourage cognitive rigor, requiring students to analyze movement principles, use technology for self-monitoring, and evaluate their own health behaviors. By introducing diverse lifetime activities, from traditional team sports to outdoor pursuits and dance, we ensure our graduates are equipped to navigate their own long-term health and wellness journeys.

Social Emotional Competencies ([CASEL](#)) and Physical Education Alignment

SEL Competencies	Physical Education Standards
<p>1. Self-awareness: Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.</p>	<p>Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>2. Self-management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.</p>	<p>Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>
<p>3. Social awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.</p>	<p>Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>
<p>4. Relationship skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>	<p>Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5 – The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>5. Responsible decision-making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms”.</p>	<p>Standard 2 – The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. Standard 3 – The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4 – The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>

Physical Education - Course Map

Grade 9

- [Whole Year: Fitness](#)
 - [Health-Related Fitness and Physical Assessment](#)

Grade 10

- [Whole Year: Fitness Testing](#)
 - [Personal Fitness Programming](#)

Grade 11

- [Semester 1: Team Sports](#)
 - [Priority Standard: Cooperative and Team Sports](#)
- [Semester 2: Team Sports](#)
 - [Priority Standard: Advanced Gameplay and Strategy](#)

Grade 12

- [Semester 1: Team Sports & Electives](#)
 - [Priority Standard: Lifetime and Lawn Games](#)
- [Semester 2: Lifetime Activities & Electives](#)
 - [Priority Standard: Leadership and Wellness Planning](#)

See Physical Education Resource Guide for timeframe recommendations.

Grade 9 - Fitness

Adjustments to Units may be necessary based on resource availability

Priority Standard: Health-Related Fitness and Physical Assessment	
Big Idea(s): Building personal health and well-being requires a foundational awareness of one's current fitness levels and the purposeful use of fitness data to establish and achieve growth-oriented physical goals.	
Essential Question(s):	
<ul style="list-style-type: none"> • Why is physical fitness important? • How does physical activity impact my present and future health? • Why is a proper warm-up important prior to exercise? • How do I correctly identify and perform an exercise for a specific muscle? • Why is stretching essential to personal fitness development? • How can I improve my fitness results? • How do I adjust my goals based on my fitness data? • What different ways can the body move given a specific purpose? • How do I modify daily activities for illness and injury? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● Five components of fitness <ul style="list-style-type: none"> ○ 1 Muscular Strength ○ 2 Muscular Endurance ○ 3 Cardiovascular Endurance ○ 4 Flexibility ○ 5 Body Composition ● Proper exercise form 	<p>Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Meet Health-Related Standard on performance based assessment (PACER, push-ups, curl-ups, sit-and-reach)</p>
<ul style="list-style-type: none"> ● How to correctly warm-up prior to exercise and stretch specific muscle groups afterwards 	<p>Demonstrates the ability to identify types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion). (S3.H9.L1)</p>
<ul style="list-style-type: none"> ● CPFA interpretation ● Fitness goal development 	<p>Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Calculate target heart rate and apply that information to a personal fitness plan. (S3.H10.L1)</p>
<ul style="list-style-type: none"> ● A variety of motor skills and movement patterns. (SHAPE Standard 1) ● Concepts, principles, strategies, and tactics related to movement and performance.(SHAPE Standard 2) 	<p>Demonstrates appropriate technique on resistance training machines and/or with free weights. (S3.H7.L1)</p> <p>Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)</p>

<ul style="list-style-type: none"> ● The skills to achieve and maintain a health-enhancing level of physical activity and fitness. (SHAPE Standard 3) ● Benefits of self-selected physical activity 	<p>Demonstrates the ability to a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)</p> <p>Demonstrates the ability to analyze the health benefits of a self- selected physical activity. (S5.H1.L1)</p>
<p>Vocabulary: Cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition, FITT, SMART goals, target heart rate, progression, overload, aerobic, anaerobic, fitness, exercise, activity,</p>	
<p>Health Integration:</p> <ul style="list-style-type: none"> ● Wellness Triangle & Holistic Health: Integrate HE Standard 9.1.1 by discussing the Health Wellness Triangle and how physical fitness contributes to the physical, mental, and social dimensions of health. ● Physical Activity Benefits: Connect the five components of fitness (Muscular Strength, Endurance, Cardiovascular Endurance, Flexibility, and Body Composition) to HEPA 1.9.12, which details the physical, mental, and social benefits of regular activity. ● Goal Development: Use the SMART goals framework established in PE to reinforce personal values and peer norms from HE, emphasizing how identifying personal health behaviors influences future well-being. ● Substance Awareness: When discussing heart rate and physiological responses, connect to HE Standard 9.2.1 regarding the relationship between alcohol, nicotine, and other drugs (ANOD) and decreased physical performance or increased risk of unintentional injuries 	
<p>Resources:</p> <p>CPFA</p> <p>https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual/related-resources</p> <p>SHAPE America National PE Standards</p> <p>https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx</p>	

Grade 10 : Fitness Testing

Priority Standard: Personal Fitness Programming	
Big Idea(s): Achieving sustainable, health-enhancing fitness depends on the ability to design, implement, and analyze personalized programs that address specific areas of need and maintain an appropriate nutritional energy balance.	
Essential Question(s):	
<ul style="list-style-type: none"> • How do I improve my weakest fitness component? • How does goal setting affect performance? • How do training choices affect results? • How can data guide improvement? • How do I modify daily activities for illness and injury? 	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● How to design a personal fitness program <ul style="list-style-type: none"> ○ Frequency ○ Intensity ○ Time ○ Type ● Principles of progression <ul style="list-style-type: none"> ○ Increase weight ○ Increase volume ○ Decrease rest ○ Increase frequency 	<p>Demonstrates the ability to create a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</p>
<ul style="list-style-type: none"> ● Exercises specific to CPFA components of fitness <ul style="list-style-type: none"> ○ Muscular Strength - Push-ups ○ Muscular Endurance - Curl-ups ○ Cardiorespiratory Endurance - 15m or 20m ○ PACER or 1 mile timed run ○ Flexibility - Sit-reach 	<p>Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1)</p>
<ul style="list-style-type: none"> ● The skills to achieve and maintain a health-enhancing level of physical activity and fitness. (SHAPE Standard 3) ● How to correctly warm-up prior to exercise and stretch specific muscle groups afterwards 	<p>Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)</p> <p>Demonstrates the ability to analyze the health benefits of a self-selected physical activity. (S5.H1.L1)</p>
<ul style="list-style-type: none"> ● The relationship between fitness and nutritional balance 	<p>Demonstrates the ability to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle. (S3.H13.L1)</p>
<ul style="list-style-type: none"> ● How to evaluate commercial fitness products and programs 	<p>Demonstrates the ability to evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle. (S3.H2.L1)</p>

Vocabulary: Progressive overload, repetition, set, circuit training, plyometrics, evaluation, capacity, muscular strength, muscular endurance, flexibility, cardiorespiratory endurance

Health Integration:

- Nutrition & Energy Balance: This standard explicitly requires students to design and implement a nutrition plan to maintain energy balance (S3.H13.L1). This directly integrates HE Standard 10.1.1, including the U.S. Dietary Guidelines, the difference between whole and processed foods, and the calculation of caloric intake versus caloric output.
- Mental Health & Stress Management: Connect the "Big Idea" of personal fitness programs to HE Standard 10.1.2 by using exercise as a coping strategy for mitigating the effects of chronic stress and trauma.
- Evaluating Fitness Claims: PE students must evaluate the validity of commercial products (S3.H2.L1), which reinforces HE Accessing Information (AI 3.1.12) skills used to evaluate the reliability of health products and services

Resources:

CPFA

<https://portal.ct.gov/sde/physical-education/physical-education---test-administrators-manual/related-resources>

SHAPE America National PE Standards

<https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>

Grade 11 - Semester 1: Team Sports

Priority Standard: Cooperative and Team Sports	
Big Idea(s): Success in collaborative environments is achieved by analyzing gameplay and applying strategies, tactics, and scenarios that balance individual performance with teamwork and sportsmanship.	
Essential Question(s): What can I do for myself and for my teammates in order to be more successful during game play? What strategies or tactics did your team implement when faced with various gameplay scenarios? Please describe whether or not the decisions made were effective or ineffective, and why? What were some challenges or obstacles that I faced during gameplay scenarios, and how did I overcome them?	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● Indoor/Outdoor Sports <ul style="list-style-type: none"> ○ Basketball ○ Indoor soccer ○ Speedball/Handball ○ Volleyball ○ Matball ○ Tchoukball ○ Flag Football ○ Wiffle Ball ○ Modified Rugby ○ Kickball ○ Racquet Sports <p>*May include others - determined at building level*</p>	Demonstrate proficiency in the skills below for each of the team sports.
<ul style="list-style-type: none"> ● Motor Skills (SHAPE Standard 1): Motor skills and movement patterns, such as dribbling, passing, catching, and shooting. ● Tactics & Strategy (SHAPE Standard 2): Concepts, strategies, and tactics (e.g., offense/defense positioning, creating space) to improve performance. 	Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)
<ul style="list-style-type: none"> ● Responsibility & Social Skills (SHAPE Standard 4): Personal and social behavior, showing respect for others, following safety rules, and exhibiting good sportsmanship. ● Physical Activity (SHAPE Standard 3): Team sports contribute to a healthy lifestyle, providing opportunities for social interaction and enjoyment 	Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

<ul style="list-style-type: none">● Rules & Officiating (SHAPE Standard 4): How to follow rules, including self-officiating or managing games and emotions.	Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
<p>Vocabulary</p> <p>Gameplay & Strategy: Teamwork, Cooperation, Communication, Collaboration, Sportsmanship, Leadership, Responsibility, Self Monitoring, Officiating</p> <p>Skills & Movement: Offense, Defense, Transition, Spacing, Formation, Strategy, Tactics, Coverage, Rotation, Set Play, Passing Dribbling, Screening, Cutting, Marking, Pivoting, Agility, Coordination, Receiving</p>	
<p>Health Integration:</p> <ul style="list-style-type: none">● Safety and Emergency Response: In PE, students are required to apply "best practices for participating safely" in physical activities, specifically focusing on injury prevention. This directly integrates HE Standard 11.1.1 (CPR & First Aid), which provides students with the skills to perform basic First Aid and CPR during emergency situations.● Interpersonal Dynamics: As students analyze team strategies and gameplay scenarios, they utilize the "communication skills and strategies" highlighted in the PE curriculum. These skills reinforce the HE goal of using interpersonal communication to enhance health and reduce risks	
<p>Resources:</p> <p>Healthy and Balanced Living Curriculum Framework- https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</p> <p>SHAPE America National PE Standards- https://www.shapeamerica.org/standards/pe/</p> <p>SHAPE America Grade Level Outcomes- https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</p>	

Grade 11 - Semester 2: Team Sports

Priority Standard: Advanced Gameplay and Strategy	
<p>Big Idea(s): Mastering advanced physical performance requires critical reflection on movement principles and the constant refinement of complex tactics and strategies while maintaining effective communication within a team.</p>	
<p>Essential Question(s): What can I do for myself and for my teammates in order to be more successful during game play? What strategies or tactics did your team implement when faced with various gameplay scenarios? Please describe whether or not the decisions made were effective or ineffective, and why? What were some challenges or obstacles that I faced during gameplay scenarios, and how did I overcome them?</p>	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● Indoor/Outdoor Sports <ul style="list-style-type: none"> ○ Basketball ○ Indoor soccer ○ Speedball/Handball ○ Volleyball ○ Matball ○ Tchoukball ○ Flag Football ○ Wiffle Ball ○ Modified Rugby ○ Kickball ○ Racquet Sports <p>*May include others - determined at building level*</p>	<p>Demonstrate proficiency in the skills below for each of the team sports.</p>
<ul style="list-style-type: none"> ● Motor Skills (SHAPE Standard 1): Motor skills and movement patterns, such as dribbling, passing, catching, and shooting. ● Tactics & Strategy (SHAPE Standard 2): Concepts, strategies, and tactics (e.g., offense/defense positioning, creating space) to improve performance. ● Physical Activity (SHAPE Standard 3): Team sports contribute to a healthy lifestyle, providing opportunities for social interaction and enjoyment. 	<p>Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)</p>
<ul style="list-style-type: none"> ● Responsibility & Social Skills (SHAPE Standard 4): Personal and social behavior, 	<p>Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)</p>

<p>showing respect for others, following safety rules, and exhibiting good sportsmanship.</p>	
<ul style="list-style-type: none"> Rules & Officiating (SHAPE Standard 4): How to follow rules, including self-officiating or managing games and emotions. 	<p>Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)</p>
<p>Vocabulary:</p> <p>Gameplay & Strategy: Teamwork, Cooperation, Communication, Collaboration, Sportsmanship, Leadership, Responsibility, Self Monitoring, Officiating</p> <p>Skills & Movement: Offense, Defense, Transition, Spacing, Formation, Strategy, Tactics, Coverage, Rotation, Set Play, Passing Dribbling, Screening, Cutting, Marking, Pivoting, Agility, Coordination, Receiving</p>	
<p>Health Integration:</p> <ul style="list-style-type: none"> Conflict Resolution: While collaborating with peers to analyze and reflect on gameplay, students can practice Conflict Resolution (HE Standard 11.2.1). They use communication strategies to manage the "challenges or obstacles" faced during high-stakes gameplay, mirroring the HE requirement to resolve interpersonal conflicts constructively Performance and Substance Misuse: Students are encouraged to understand how team sports contribute to a "healthy lifestyle". This connects to HE Standard 11.2.2 (Recreational Use of ANOD), where they examine how substance misuse (including Performance Enhancing Drugs) negatively impacts safety, performance, and life opportunities 	
<p>Resources:</p> <p>Healthy and Balanced Living Curriculum Framework- https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</p> <p>SHAPE America National PE Standards- https://www.shapeamerica.org/standards/pe/</p> <p>SHAPE America Grade Level Outcomes- https://www.shapeamerica.org/uploads/pdfs/2017/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf</p>	

Grade 12 - Semester 1: Team Sports & Electives

Priority Standard: Lifetime and Lawn Games	
<p>Big Idea(s): Lifelong engagement in physical activity is sustained by establishing positive relationships through the mastery of rules, etiquette, and movement patterns in a variety of recreational and community-based settings.</p>	
<p>Essential Question(s): What can I do for myself and for my teammates in order to be more successful during game play? What strategies or tactics did your team implement when faced with various gameplay scenarios? Please describe whether or not the decisions made were effective or ineffective, and why? What were some challenges or obstacles that I faced during gameplay scenarios, and how did I overcome them? What lawn games will allow me to increase my aerobic capacity, moving more effectively and efficiently? What can I do to modify my lifestyle that will allow me to increase my participation in various lawn games over time? How can I help others prepare for the various skills, tactics, and physical fitness needed to participate in lawn games?</p>	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● Lifetime Activities / Team Sports: <ul style="list-style-type: none"> ○ Floor Hockey ○ Bowling ○ Frisbee Golf ○ Mini Golf ○ Indoor/Outdoor Soccer ○ Tchoukball ○ FlagFootball/Rugby ○ Speedminton <p>*May include others - determined at building level*</p> <ul style="list-style-type: none"> ● Lawn Games: <ul style="list-style-type: none"> ○ Kan Jam ○ Ladderball ○ Cornhole ○ Spikeball <p>*May include others - determined at building level*</p>	<p>Demonstrate proficiency in the skills below for each of the team sports.</p>
<ul style="list-style-type: none"> ● Tactics & Strategy (SHAPE Standard 2): Concepts, strategies, and tactics (e.g., offense/defense positioning, creating space) to improve performance. ● Rules & Officiating (SHAPE Standard 4): How to follow rules, including self-officiating or managing games and emotions. 	<p>Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p>

<ul style="list-style-type: none"> ● Motor Skills (SHAPE Standard 1): Motor skills and movement patterns, such as dribbling, passing, catching, and shooting. 	<p>Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)</p>
<ul style="list-style-type: none"> ● Responsibility & Social Skills (SHAPE Standard 4): Personal and social behavior, showing respect for others, following safety rules, and exhibiting good sportsmanship. 	<p>Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)</p>
<ul style="list-style-type: none"> ● How to modify lifestyle patterns to increase participation in activities over time 	<p>Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. (S4.H1.L1)</p>
<ul style="list-style-type: none"> ● Physical Activity (SHAPE Standard 3): Team sports contribute to a healthy lifestyle, providing opportunities for social interaction and enjoyment. 	<p>Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)</p>
<p>Vocabulary: Offensive strategies, Defense strategies, Gameplay strategies, Self Scorekeeping, Cooperation -Form/Technique, self monitor/officiating, Etiquette/fairplay, Rules, Health benefit of activity, Safety, Sportsmanship, Gameplay strategies, Rules /Scorekeeping, Officiating, Health benefit of activity.</p>	
<p>Health Integration:</p> <ul style="list-style-type: none"> ● Chronic Disease Prevention: PE students analyze how specific lawn games increase aerobic capacity and how they can modify their lifestyles to increase participation over time. This integrates HE Standard 12.1.1 (Disease Prevention), which explores the direct relationship between physical activity and the prevention of chronic diseases such as heart disease and diabetes. ● Community Health Advocacy: This PE standard requires students to evaluate activities in their local environment based on benefits and social support networks. This aligns with HE goals of using reliable information and health services to take individual responsibility for well-being. ● Social Responsibility: As students demonstrate "proper etiquette" and "positive relationships" in PE, they reinforce the ANOD Laws and Policies (HE Standard 12.1.2) by understanding how individual health choices and adherence to rules protect the broader community 	
<p>Resources:</p> <p>Healthy and Balanced Living Curriculum Framework- https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf</p> <p>SHAPE American National PE Standards- https://www.shapeamerica.org/standards/pe/</p>	

Grade 12 - Semester 2: Lifetime Activities & Electives

Priority Standard: Leadership and Wellness Planning	
<p>Big Idea(s): Transitioning to independent adult wellness requires the leadership capacity to design comprehensive behavior-modification plans and the ability to evaluate risk and safety factors across the entire life cycle.</p>	
<p>Essential Question(s): What can I do for myself and for my teammates in order to be more successful during game play? What strategies or tactics did your team implement when faced with various gameplay scenarios? Please describe whether or not the decisions made were effective or ineffective, and why? What were some challenges or obstacles that I faced during gameplay scenarios, and how did I overcome them? What lawn games will allow me to increase my aerobic capacity, moving more effectively and efficiently? What can I do to modify my lifestyle that will allow me to increase my participation in various lawn games over time? How can I help others prepare for the various skills, tactics, and physical fitness needed to participate in lawn games?</p>	
<i>Students will Know:</i>	<i>As evidenced by:</i>
<ul style="list-style-type: none"> ● Lifetime Activities / Team Sports: <ul style="list-style-type: none"> ○ Floor Hockey ○ Bowling ○ Frisbee Golf ○ Mini Golf ○ Indoor/Outdoor Soccer ○ Tchoukball ○ FlagFootball/Rugby ○ Speedminton ○ Dance and Rhythm: <ul style="list-style-type: none"> ■ Line Dancing ■ Modern ■ Hip hop (Tik Tok) ■ Gymnastics ■ Yoga <p>*May include others - determined at building level*</p> <ul style="list-style-type: none"> ● Lawn Games: <ul style="list-style-type: none"> ○ Kan Jam ○ Ladderball ○ Cornhole ○ Spikeball <p>*May include others - determined at building level*</p>	<p>Demonstrate proficiency in the skills below for each of the lifetime activities/team sports.</p>

<ul style="list-style-type: none"> ● Motor Skills (SHAPE Standard 1): Motor skills and movement patterns, such as dribbling, passing, catching, and shooting. 	<p>Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)</p>
<ul style="list-style-type: none"> ● Tactics & Strategy (SHAPE Standard 2): Concepts, strategies, and tactics (e.g., offense/defense positioning, creating space) to improve performance. 	<p>Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)</p>
<ul style="list-style-type: none"> ● Physical Activity (SHAPE Standard 3): Team sports contribute to a healthy lifestyle, providing opportunities for social interaction and enjoyment. ● Rules & Officiating (SHAPE Standard 4): How to follow rules, including self-officiating or managing games and emotions. ● Dance and Rhythm forms (e.g., Line Dancing, Hip Hop, Yoga) and their cultural/social significance. 	<p>Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in one form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)</p> <p>Demonstrates the ability to identify examples of social and technical dance forms. (S2.H4.L1)</p>
<ul style="list-style-type: none"> ● How to design a comprehensive fitness program for future college or career settings. 	<p>Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work. (S3.H12.L1)</p>
<ul style="list-style-type: none"> ● Behavior-modification plans to enhance a healthy, active lifestyle. 	<p>Demonstrates the ability to create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. (S3.H11.L1)</p>
<ul style="list-style-type: none"> ● Risk and safety factors that affect physical activity preferences throughout the life cycle. 	<p>Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)</p>
<ul style="list-style-type: none"> ● Responsibility & Social Skills (SHAPE Standard 4): Personal and social behavior, showing respect for others, following safety rules, and exhibiting good sportsmanship. ● Opportunities for social support, self-expression, and enjoyment through physical activity. 	<p>Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)</p> <p>Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)</p>
<ul style="list-style-type: none"> ● How to participate independently in self-selected activities outside of the school day. 	<p>Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day. (S3.H6.L1)</p>

	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
Vocabulary: Offensive strategies, Defense strategies, Gameplay strategies, Self Scorekeeping, Cooperation, Form/Technique, self monitor/officiating, Etiquette/fairplay, Rules, Health benefit of activity, Safety, Sportsmanship, Gameplay strategies, Rules /Scorekeeping, Officiating, Health benefit of activity.	
Health Integration: <ul style="list-style-type: none">● Personal Behavior Modification: Students must "create and implement a behavior-modification plan" to enhance a healthy, active lifestyle in college or career settings. This is a culmination of Self-Management (HE Standard 7.2.12), where they evaluate personal practices to reduce health risks.● Inclusivity and Respect: PE leadership roles require students to "establish positive relationships" and identify "social support" in self-selected activities. This integrates HE Standard 12.2.2 (Sexual Health, Sexualization, and Gender Identity) by promoting the benefits of respecting individual differences in identity, orientation, and physical appearance.● Risk Evaluation across the Life Cycle: PE students are tasked with evaluating "risks and safety factors" that affect physical activity throughout their lives. This connects to HE Standard 12.2.1 (Relationships & Violence), which teaches students to recognize how power imbalances and prejudice affect safety and the importance of reporting harm	
Resources: Healthy and Balanced Living Curriculum Framework- https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf SHAPE American National PE Standards- https://www.shapeamerica.org/standards/pe/	

Appendix A: Vocabulary

- Activity** – Any movement that uses energy.
- Aerobic** – Exercise using oxygen over a longer time (jogging, swimming).
- Agility** – Ability to move quickly and change direction.
- Anaerobic** – Short, intense exercise without much oxygen (sprinting, lifting).
- Body Composition** – The amount of fat and muscle in the body.
- Capacity** – The maximum ability to perform work or exercise.
- Cardiorespiratory Endurance** – Ability of the heart and lungs to work during long activity.
- Circuit Training** – A workout moving from one exercise to another in order.
- Collaboration** – Working together to reach a goal.
- Communication** – Clearly sharing information with others.
- Coordination** – Using body parts together smoothly.
- Cooperation** – Working well with others.
- Coverage** – Guarding a player or area on defense.
- Cutting** – Quick movement to get open from a defender.
- Defense** – Trying to stop the other team from scoring.
- Defense Strategies** – Planned ways to prevent the other team from scoring.
- Dribbling** – Moving a ball while keeping control of it.
- Etiquette/Fair Play** – Showing respect and following unwritten rules of the game.
- Evaluation** – Judging performance to improve.
- Exercise** – Planned physical activity to improve fitness.
- FITT Principle** – Exercise guide: Frequency, Intensity, Time, Type.
- Fitness** – Ability to perform physical activities well.
- Flexibility** – Ability to move joints through full range of motion.
- Formation** – The arrangement of players on the field or court.
- Form/Technique** – The correct way to perform a movement or skill.
- Gameplay Strategies** – Overall plans used during a game.
- Health Benefit of Activity** – Positive effects exercise has on the body and mind.
- Leadership** – Guiding or motivating others.
- Marking** – Guarding a specific opponent.
- Muscular Endurance** – Ability of muscles to work for a long time.
- Muscular Strength** – Ability of muscles to produce force.
- Offense** – Trying to score points.
- Offense Strategies** – Planned ways to score.
- Officiating** – Enforcing rules during a game.
- Overload** – Increasing exercise difficulty to improve fitness.
- Passing** – Throwing or kicking a ball to a teammate.
- Pivoting** – Turning on one foot while holding the ball.
- Plyometrics** – Jump training to build power.
- Progression** – Gradually increasing exercise intensity.
- Progressive Overload** – Slowly increasing workout demands over time.
- Receiving** – Catching or controlling a pass.
- Repetition (Rep)** – One complete movement of an exercise.
- Responsibility** – Being accountable for your actions.
- Rotation** – Switching positions during play.
- Rules** – Guidelines that control how a game is played.
- Rules/Scorekeeping** – Keeping track of points while following rules.
- Safety** – Taking steps to prevent injury.
- Screening** – Blocking a defender to help a teammate.
- Self-Monitoring** – Checking your own behavior or performance.

Self-Scorekeeping – Honestly keeping track of your own score.

Set (Fitness) – A group of repetitions.

Set Play – A planned play practiced ahead of time.

SMART Goals – Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

Spacing – Positioning players to spread out effectively.

Sportsmanship – Showing respect and fairness during competition.

Strategy – An overall plan to succeed.

Tactics – Specific actions used to carry out a strategy.

Target Heart Rate – Ideal heart rate zone during exercise.

Teamwork – Working together toward a common goal.

Transition – Quickly switching from offense to defense or defense to offense.