

Curriculum & Student Development Committee Meeting

Tuesday, May 7, 2024 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. Wellness Unit Adoptions

II. Teacher Evaluation Plan / Administrator Evaluation Plan Updates

III. Public Comment

IV. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.

Curriculum Unit Overviews

Wellness Courses Ready for Board of Education Adoption in May 2024

K-8

- *Grade K-5 Health*
- *Grade K-3 HPE: Cooperative Learning & Living*
- *Grade K-5 PE*

9-12

- *Net Games*
- *Outdoor Adventure*

Grade K-3 Health Units Overview

2023-2024

<p><u>Kindergarten</u> <u>Health</u> <i>Self-management Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit.</p> <p>Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. At this age, it will focus on close family and what is appropriate touch (hugging parents, grandparents).</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Grade 1</u> <u>Health</u> <i>Self-management Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit. Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Grade 2</u> <u>Health</u> <i>Decision Making Skills</i></p>	<p>In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of content areas: nutrition, safety, disease prevention, and body systems. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Decision Making</p>
<p><u>Grade 3</u> <u>Health</u> <i>Decision Making Skills</i></p>	<p>In this unit, students will review and expand upon health topics that were taught in prior grades. Students will engage with the health lessons through the lens of decision-making. Throughout the unit, students will practice decision-making in each of the content areas: nutrition, safety, disease prevention, and body systems. Students will also have lessons in Sexual Assault and Abuse Prevention. They will be learning ways to assertively say NO to any action that makes them feel uncomfortable, get away if they feel threatened, and tell a trusted adult. The lessons are designed to empower children with skills and information needed for personal protection.</p> <p>Profile of a Graduate Capacities: Decision Making</p>

Grade 4-5 Health Units Overview

2023-2024

<p><u>GR. 4 Health</u> <i>Social Health</i></p>	<p>Students will be introduced to what social skills are, learn the difference between positive and negative social behaviors, and be given tips to improve their social skills. Topics will include concepts of personal boundaries and consent, understanding bullying and how to be an upstander, and what are and how to utilize support systems by identifying people, resources, and services in the school and the community when dealing with issues, choices, and situations for themselves and others.</p> <p>Profile of a Graduate Capacities: Citizenship</p>
<p><u>Gr. 5 Health</u> <i>Coping Skills</i></p>	<p>Through engaging activities, students will identify feelings and emotions, learn about healthy and unhealthy ways to cope, explore a variety of coping strategies, learn about the connection between feelings, empathy, and kindness, and create a public service announcement with tips for dealing with stress and/or stressful situations.</p> <p>Profile of a Graduate Capacities: Citizenship</p>
<p><u>Gr. 4 & 5 Health</u> <i>Optimal Wellness</i></p>	<p>This unit emphasizes prioritizing healthy behaviors by focusing on a holistic approach to achieving the best health outcome. Optimal health is a state of complete physical, mental, and social well-being. The little choices you make daily have a lasting impact on your health and wellness. In a world where chronic conditions like heart disease and obesity run rampant, it has never been more important to take steps to improve your overall health. Throughout this unit, students will learn how simple habits like a healthy diet, good sleep, regular physical activity, and stress management built up over time can help keep you feeling your best by improving your mental health and overall well-being. This will also benefit your heart health and help you maintain a healthy body mass index. Students will also learn how bad habits will harm overall health over time.</p> <p>Students will also have lessons in Sexual Assault and Abuse Prevention. In grade 4, these lessons will build upon grade 3 lessons by continuing to focus on close family and what is appropriate touch (hugging parents, grandparents) and how to say no if uncomfortable. Emphasis will be on maintaining the personal space of self and others. In grade 5, students will receive a lesson about the difference between safe and unsafe touch, how to identify situations where appropriate touch is needed and situations where it is unwanted. Students will also review what a trusted adult is, identify those people, and understand that they can tell them if they feel uncomfortable with a situation. This lesson will be delivered by the school counselor and/or social worker. Parents will receive a letter prior to the lesson to inform them of the content and date.</p> <p>Profile of a Graduate Capacities: Decision Making</p>

Grade K-3 HPE Cooperative Learning & Living Curriculum Overview

2023-2024

<p><u>Kindergarten</u> <u>HPE</u></p>	<p>This health and physical education interdisciplinary unit will introduce the importance of working together to accomplish a goal. Through engaging in various cooperative games and activities, students will apply their understanding of respecting others through verbal and nonverbal communication and adhere to personal and social expectations during physical activity. Students will work together, and understand responsibility in social groups, including sharing equipment, appropriate dialogue, and working together.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 1</u> <u>HPE</u></p>	<p>This health and physical education interdisciplinary unit focuses on the importance of working together to accomplish a goal. Students will review and build upon their learning from kindergarten as they participate in various cooperative games and activities. By applying their understanding of how to respect others, work together to find success, and use verbal and nonverbal communication, students will develop their personal and social responsibility skills. This includes safe and appropriate use of equipment and adherence to classroom expectations.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 2</u> <u>HPE</u></p>	<p>In this unit, students will build upon the skills they learned and practiced in grade 1 during their cooperative learning unit. Students will participate in activities that increase their skills in being responsible for their role in group work to accomplish a task. Students will also continue to refine their cooperative skills by continuing to be responsible group members but also a partner. Students will also begin to be exposed to communication skills that will be expanded upon in grade 3. Emphasis will be placed on group processing/working together toward success and activities will include working in partner and small group activities.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Grade 3</u> <u>HPE</u></p>	<p>In this unit, students will build upon the skills they learned and practiced in grade 2 during their cooperative learning unit. Students will participate in activities that increase their team-building, communication, and problem-solving skills. Students will also engage in activities emphasizing learning, applying rules, and employing strategies to accomplish a common goal or task. As part of cooperation skills, students will be asked to be responsible for their role in a group and engaged in decision-making as a group by analyzing situations and considering how to act responsibly.</p> <p>Students will continue their work in cooperation, respect, and sportsmanship. Students will consider how to act responsibly and develop and maintain positive relationships through team building and sportsmanship activities such as: Star Wars, Return of the Jedi, Capture the Flag, Sharks and Lifeguards and parachute games.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Kindergarten P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Spatial Awareness and Locomotor Movements</i></p>	<p>In this unit, students will explore ways to move their bodies in general and personal space. Activities, such as polka dot spacing and personal bubble lessons to introduce them to the 8 basic locomotor movements (walk, jog, hop, jump, slide, gallop, skip, leap) and spatial relationships. Students will engage in tag games, musical movement games, and visual awareness. Emphasis will be placed on spatial relationships in terms of general space.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 2</u> <i>Manipulatives</i></p>	<p>In this unit, students will explore activities that help them develop eye-hand and eye-foot coordination with various equipment. Activities will include striking with hands and feet, and using implements as well as throwing and catching. Emphasis will be placed on keeping eyes on the ball to develop tracking ability and practicing the proper form for control.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Movement and Rhythm</i></p>	<p>In this unit, students will explore basic body movements and body control. Lessons will include gymnastics (tumbling, balancing) jumping and landing, and rhythm. Emphasis will be placed on exploring ways to jump, land, and balance.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 1 P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Spatial Awareness and Locomotor Movements</i></p>	<p>In this unit, students will develop the 8 basic locomotor movements. Activities will include exploring traveling in general space at different speeds (fast, medium, slow) and pathways (zig zag, curvy, straight). Lessons will include explorations using hula-hoops (musical hoops, traveling, body positioning within personal space), tag games, and creative movement and pattern lessons.</p> <p>Emphasis is on the ability to create and navigate traveling through pathways.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 2</u> <i>Manipulatives</i></p>	<p>Students will continue to explore and develop eye-hand and eye-foot coordination through many different activities. Lessons will include developing proper form and tracking the ball by engaging in activities that require striking with hands, feet, and implements as well as throwing and catching.</p> <p>Emphasis will be placed on developing tracking skills that were explored in kindergarten as well as tracking skills with a partner. (using the oppositional form when striking and throwing to improve control and developing accuracy.)</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Movement and Rhythm</i></p>	<p>Students will be able to perform activities that apply their movement skills with increased body control and spatial awareness. Students will continue to practice non-manipulative skills such as jumping and landing over stationary and moving equipment, simple gymnastics, balancing on structures, and rhythmic movements. Students will build on the skills they explored in kindergarten, such as jumping, landing, and balance so they can continue to apply these skills to new challenges.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 2 P.E. Curriculum Overview

2023-2024

<p><u><i>Unit 1</i></u> <i>Spatial Awareness and Locomotor Movements</i></p>	<p>Students will develop their 8 basic locomotor movements that have been explored and practiced during grades K and 1. Students will be expected to demonstrate proficiency in the skills/forms/spatial awareness for each of the 8 locomotor skills. To prepare students to demonstrate their skills in the PBA, lessons will focus on locomotor Movements, space, direction, pathways, and speed.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u><i>Unit 2</i></u> <i>Manipulatives</i></p>	<p>In this unit, students will focus on form as they move, strike, and dribble objects in different directions using different speeds. Students will review and practice skills they have learned in grades K and 1.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u><i>Unit 3</i></u> <i>Movement and Rhythm</i></p>	<p>In this unit, students will develop their body control as they participate in activities that involve jumping, landing, and balance. Students will be asked to refine their movements for each physical activity as well as increase the number of repetitions, their timing for finding success, and improve stamina in balancing. All students will practice these skills (repetitions, timing, refined movements, stamina, and balance) during jump roping. Jump roping will also include cardio instruction, patterns, and rhythm. Students will also engage in goal-setting as they strive to make improvements in the aforementioned areas.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 3 P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Movement and Fitness Concepts</i></p>	<p>Students will continue to develop their 8 basic locomotor movements that have been explored and practiced throughout their elementary years. Students will be expected to demonstrate proficiency in the skills/forms/spatial awareness for each of the 8 locomotor skills. Students will begin to learn about the health components of fitness which are assessed in grade 4 during the CT State Fitness Test. Students will begin to understand how and why these assessments are linked to their overall physical fitness. They will learn and practice each fitness test while also engaging in games and activities that support performance in these areas.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 2</u> <i>Manipulatives</i></p>	<p>Students will continue to develop the skills they have explored in previous grade levels and units. This will be accomplished by engaging in striking, throwing, and catching activities that emphasize control, form, aim, and power. Lessons will include working with partners and/or small groups in activities that require striking with hands, feet, and implements as well as throwing and catching. Emphasis will be placed on transferring previously learned skills into working with a partner with the purpose of refining control while improving accuracy.</p> <p>Profile of a Graduate Capacities: Analyzing</p>
<p><u>Unit 3</u> <i>Movement and Rhythm</i></p>	<p>In grade 3, students will continue to refine their individual rhythmic and body movement skills in order to create a routine in a partner or small group setting.</p> <p>Throughout this unit, students will learn to create a process to plan, develop, and refine an original routine.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

Grade 4 P.E. Curriculum Overview

2023-2024

<p style="text-align: center;"><u>Unit 1</u> <i>Modified Lead Up and Small-sided Games</i></p>	<p>In this unit, students will actively participate in a wide range of sequential skill activities encompassing a variety of motor and complex locomotor movements resulting in playing a modified/small-sided game. These include manipulatives, individual skills, and team membership. During these lesson sequences, students will engage in a variety of activities that require them to demonstrate their understanding of the rules and expectations as well as learn and practice the associated skills. Emphasis will be placed on ensuring that students can independently perform the following activities to promote success as they move into small and large group games and activities:</p> <ul style="list-style-type: none"> ● Throwing skills <ul style="list-style-type: none"> ○ Football ○ Frisbee ○ basketball ● Kicking skills <ul style="list-style-type: none"> ○ soccer ● Invasion games <ul style="list-style-type: none"> ○ Tag games <p>As students continue to develop the skills to participate in games (i.e. dribbling, throwing, catching) in a larger setting, they will now incorporate collaboration with a partner or small group. Emphasis will be placed on continual development of skill and concept based movement as well as working positively with others. Finally students will be introduced to a variety of modified and lead-up games that will lead to a deeper understanding of how to successfully participate in a full game of one of the sports or activities that they have been engaging with on a smaller scale.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p style="text-align: center;"><u>Unit 2</u> <i>Health and Personal Fitness</i></p>	<p>In this unit, students will participate in the Connecticut Fitness Assessment which is mandated by the State Board of Education, They will be introduced to and learn the health related components of fitness that are being measured through participation of the assessment. Through the use of the Physical Activity Pyramid students will reflect on activities that they do everyday (activity pyramid) that have an impact on their personal health. Emphasis will be placed on the variety of activities, including those that are not sport-related, that can provide opportunities for physical activity for the recommended 60 minutes a day. Various health topics will be introduced and students will make a connection between the foods they eat and their overall wellbeing. The Physical Activity Pyramid was designed to help people to live an active lifestyle, receive the performance and fitness benefits of regular exercise, reduce the health risks associated with inactivity, and reduce the injury risk associated with too much activity. As a result of this unit will be able to make connections to their personal health, the fitness assessment, and their everyday physical activities.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p style="text-align: center;"><u>Unit 3</u> <i>Manipulatives and Cooperative Activities and Games</i></p>	<p>In this unit, students will focus on self-evaluation as they engage in various individual and small-group activities such as paddle and racquet sports and cooperative activities. Student reflection will focus on working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>

Grade 4 P.E. Curriculum Overview

2023-2024

<p>Unit 4 <i>Leisure and Recreational Activities and Games</i></p>	<p>In this unit, students will identify health benefits from a variety of physical activities and games. Connect these activities to the Activity Pyramid to determine whether they meet the recommendations of leisure-time/recreational activities, strength/conditioning, aerobic and everyday movement, and limit sedentary activities.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
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Grade 5 P.E. Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Modified Lead Up and Small-sided Games</i></p>	<p>In this unit, students will develop strategies with skills previously learned to accomplish common goals such as offensive and defensive tactics and appropriately apply skills necessary in the context of a modified game.</p> <p>During this lesson sequence, students will engage in a variety of activities that require them to demonstrate their understanding of the rules and expectations as well as learn and practice the associated skill. Students will review skills learned in grade 4 and add complexity through emphasis on moving toward modified and small-sided game situations specifically regarding strategies and tactics. Students will discuss how to create a positive and respectful environment when competing and working collaboratively towards the goal of successful participation in an activity. This will be a theme that is infused throughout the unit. The students will begin to utilize game strategies in a variety of settings while continuing to work on skills. They will be expected to apply these skills while also enacting strategies and tactic that promote successful play. Students will engage in a variety of modified and lead-up games that will lead to a deeper understanding of how to successfully participate in a full game of one of the sports or activities that they have been engaging with on a smaller scale.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Unit 2</u> <i>Health and Personal Fitness</i></p>	<p>In this unit students will build upon prior knowledge and skills from grade 4 as they analyze physical activity outside of physical education classes.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>
<p><u>Unit 3</u> <i>Manipulatives and Cooperative Activities and Games</i></p>	<p>In this unit, students will focus on self-evaluation as they engage in various individual and small-group activities such as paddle and racquet sports and cooperative activities. Student reflection will focus on working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. Throughout the unit which consists of a variety of games and activities utilizing manipulative and cooperative learning concepts, students have been working on being respectful to others and demonstrating personal responsibility for their behavior. To culminate the unit the students will participate in a game or activity, as a result of this, they will reflect on how their partner/teammate(s) showed/demonstrated respectful and responsible behaviors towards their classmates from both teams.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Unit 4</u> <i>Leisure and Recreational Activities and Games</i></p>	<p>Building upon prior knowledge and skills, students will compare the health benefits of a variety of physical activities. Students will make real life connections between life long activities and physical fitness. Connect activities pyramid or something similar. Leisure-time activities, strength and conditioning. Students will look at the impact decisions such as taking the stairs not an elevator could have on their overall physical fitness.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p>

High School P.E. Net Games Curriculum Overview

2023-2024

<p>Unit 1 <i>Traditional Net Games</i></p>	<p>During this unit, students will engage in traditional team-oriented games that can be played with a ball and a net/goal. Two of the games they will participate in are the most popular sports in the Olympics which are basketball and Volleyball. Students will learn that each had their origins in the US in the state of Massachusetts where they were developed at Springfield College. While students are participating in these traditional team oriented games they learn the importance of teamwork which is necessary to be successful in all of the traditional games taught in this unit. Students will learn and apply skills, strategies, and tactics they can employ collectively during gameplay as it applies to each of the games. Examples of the games include, but are not limited to, basketball, soccer, volleyball, Spike Ball, and speedball.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p>Unit 2 <i>Racquet and Paddle Net Games</i></p>	<p>This unit emphasizes games that require a Racquet or a Paddle. These games will mainly be played in singles or pairs. Students will learn how to strategically apply a variety of offensive tactics like sequencing shots in order to gain a competitive edge against opponents. Students will improve upon their foundation of defensive skills, and learn defensive tactics to prevent opponents from scoring. Examples of the games include, but are not limited to Pickleball, Badminton, and Ping Pong. The overarching theme for this unit is to develop skills that you can employ when participating in any of the sports for leisure and recreation. The hope is to expose students to a variety of games that they can play throughout their lives to benefit their social, emotional and physical well-being.</p> <p>Profile of a Graduate Capacities: Analyzing, Collective Intelligence</p>
<p>Unit 3 <i>Role Models (Long-handled Implements)</i></p>	<p>This unit emphasizes games that require a long-handled implement or stick. These games will be small-group and team-oriented in which students will learn and apply offensive and defensive strategies and tactics to succeed during game play. There will be an emphasis on continuing to hone skills and teamwork. Examples of the games may include (but are not limited to) Floor Hockey, Floorball, and Lacrosse.</p> <p>Profile of a Graduate Capacities: Decision Making</p>
<p>Unit 4 <i>Non-Traditional Net Games</i></p>	<p>During this unit, students will engage in games that are unconventional. Students will gain familiarity with offensive and defensive skills, and offensive and defensive tactics to function as contributing members of a team. Examples of Non-traditional net games include (but are not limited to) Tchoukball, Team Handball, and Halo ball. Emphasis will be placed on the benefits of participating in lifelong physical activity for mental, emotional, social and physical health. Students will ultimately choose a non-traditional net game that they enjoyed and develop an idea of how to offer it outside of school. As part of this task, students will need to explain the benefits of lifelong activities and the physical and equipment requirements for the game.</p> <p>Profile of a Graduate Capacities: Product Creation</p>

High School P.E. Outdoor Adventure Curriculum Overview

2023-2024

<p><u>Unit 1</u> <i>Outdoor Challenge/Cooperation (Launch)</i></p>	<p>During this unit, students will engage in trust-building activities, small and large group challenges, and low ropes course activities with an emphasis on peer communication, collaboration, and building trusting respectful relationships. This unit is designed to encourage and create a positive class environment where all students will feel mentally, emotionally, and physically safe and welcome. This unit will also challenge students to work together to meet a common goal where they will learn that success is achieved through cooperation and communication.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p>
<p><u>Unit 2</u> <i>Navigating and Orienteering</i></p>	<p>The Navigation and Orienteering unit is designed to provide students with the knowledge and skills to utilize and navigate using a map and compass. Students will learn basic to moderate-level compass skills imperative to safety and survival while exploring the wilderness. These skills will be practiced and tested during the orienteering portion of this unit where students will use a list of bearings to navigate a course created by themselves and their peers.</p> <p>Profile of a Graduate Capacities: Design</p>
<p><u>Unit 3</u> <i>Outdoor Skills</i></p>	<p>In the Outdoor Skills unit, students will gain knowledge and skills that will give them the confidence to pursue camping trips for pleasure and relaxation. This unit provides students the opportunity to learn and practice planning a trip, understanding the different types of camping and basic survival skills such as what to do if you are lost in the woods, how to use or create an emergency shelter and how to signal for help when needed. These skills are necessary in order to enjoy living and connecting in nature whether it be for one night or an extended multi-day or week trip. Knowing how to properly plan a trip, understanding the different types of camping opportunities, and having basic survival skills and knowledge will open the doors to endless outdoor adventures.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p>
<p><u>Unit 4</u> <i>Hiking and Backpacking</i></p>	<p>This unit will encompass everything learned in previous units. From Planning, preparing, packing, gear lists, training, food planning, cooking, Hydration and water filtration, etc. Students will be learning and applying the Leave No Trace principles, the 10 essentials, and more by going on short day hikes around school and Bauer Park as well as longer and potentially more engaging day hikes.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Decision Making</p>



Wellness Curriculum Adoption

May 7, 2024

Wellness Curriculum: Philosophy, Delivery and Standards

The aim of the Madison Public Schools Wellness Curriculum is to provide an educational experience that embraces the intersection of **Health, Physical Fitness, and Social-Emotional Skills**.

Students will engage in learning experiences which provide opportunities for students to **prioritize their overall well-being** by making healthy choices on a daily basis to help **reduce stress, improve physical fitness, encourage socialization and support mental health to achieve optimal wellness**.

The curriculum is based on the Connecticut Health and Balanced Living Standards, the Comprehensive School Counseling Framework, the Vision of Madison Public Schools and the Profile of a Graduate capacities. The standards emphasize learning through a **skills-based approach** that targets **lifelong health and well-being through physical fitness and social, mental, and emotional health**. Student instruction also includes mandates from the Connecticut State Department of Education.

Wellness Units for Board Adoption

PHYSICAL EDUCATION	HEALTH
<ul style="list-style-type: none">● <i>K - 3 PE (12 units)</i>● <i>4 - 5 PE (6 units)</i>● <i>Net Games (4 units)</i>● <i>Outdoor Adventure (4 units)</i> <p><i>June Adoptions</i></p> <ul style="list-style-type: none">● <i>6 - 8 PE (14 units)</i>● <i>Leisure PE (4 units)</i>● <i>Lifetime Pursuits (4 units)</i>	<ul style="list-style-type: none">● <i>K - 5 Health (10 units)</i>

Health K - 5: Vertically Developed for Developmental Level

K - 3	4 - 5
<p><i>Health Units:</i></p> <ul style="list-style-type: none">● <i>K - 1: Self-Management</i>● <i>2 - 3: Decision Making</i> <p><i>Health and PE (HPE) Unit:</i></p> <ul style="list-style-type: none">● <i>K - 3: Cooperative Learning and Living</i>	<p><i>Health Units:</i></p> <ul style="list-style-type: none">● <i>Grade 4: Social Health</i>● <i>Grade 5: Coping Skills</i>● <i>Grade 4-5: Optimal Wellness</i> <p><i>Health and PE Unit:</i></p> <ul style="list-style-type: none">● <i>Grade 4: Health and Personal Fitness</i>● <i>Grade 5: Health and Personal Fitness</i>

Mandated health content presented at a developmentally appropriate level.

Sexual Assault and Abuse Prevention (SAAP)

- K- 4: Focus on consent, personal space, appropriate behaviors in different relationships
- Grade 5: Delivered by SCSW. Inappropriate touch, uncomfortable situations, trusted adults.

Alcohol, Nicotine, and Other Drugs (ANOD)

K - 5: Focus on household concerns

- Cleaners, detergents
- Medicine: OTC vs. Rx
- Role of adults in administration of medicine.



K - 5 Physical Education

Skill-Based Units

- **Vertically developed**
 - Provides increasing complexity as student grow physically and developmentally.
- **Goals**
 - Lifelong physical fitness through an active lifestyle
 - Social-Emotional development through collaboration and social activities
- **Implementation**
 - Integration with health topics throughout the lessons



Polson: *June Adoption*

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. <i>My Active Lifestyle</i>2. <i>Cooperation and Team-Building (ropes)</i>3. <i>Responsible Personal and Social Behavior</i>4. <i>Spartan Challenge</i>5. <i>Invasion Games</i>	<ol style="list-style-type: none">1. <i>Strategies and Tactics</i>2. <i>Cultural Games</i>3. <i>Responsible Personal and Social Behavior</i>4. <i>Track and Field</i>5. <i>Lifetime Pursuits</i>	<ol style="list-style-type: none">1. <i>Personal Fitness</i>2. <i>Outdoor Adventure (ropes)</i>3. <i>Responsible Personal and Social Behavior</i>4. <i>Lifetime Fitness</i>

Daniel Hand

- **Net Games (8 sections)**
 - Collaborative
 - Competitive
 - Strategic
- **Outdoor Adventure (2 sections)**
 - Individual or small group
 - Skill-Based
 - Social-Emotional

June Adoption:

- **Leisure PE (3 sections)**
 - Collaborative and individual
 - Alternate Pathways
- **Lifetime Pursuits (2 sections)**
 - Collaborative and individual
 - Alternative pathways

BEFORE:

High School PE and Health	
Grade 9	PE/Health .25/.25
Grade 10	PE/Health .25/.25
Grade 11	PE 11 or Self-Defense, Jr/Sr. Health
Grade 12	Jr./Sr. Health

AFTER:

Grade	P.E. Course Options
9	Choose one: <ul style="list-style-type: none">• Leisure PE• Recreational Games
10 & 11	Choose one: <ul style="list-style-type: none">• Lifetime Pursuits• Net Games• Outdoor Adventure• Personal Fitness

Grade 12: If your 1.0 PE credit has been satisfied, you may take one of the Grade 10 & 11 P.E. course offerings as an elective.

Wellness Profile of a Graduate Capacity Chart

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Kindergarten	Grade 1	Grade 2	Grade 3	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6*	Grade 7*	Grade 8*	Net Games	Outdoor Adventure	Leisure P.E.*	Lifetime Pursuits*
		<u>HEALTH</u>					<u>HPE</u>					<u>P.E.</u>												
CRITICAL THINKING	Inquiry																							
	Analyzing										X	X	X	X			X	X	X	X			X	
CREATIVE THINKING	Idea Generation																X	X						X
	Design																					X		X
COLLABORATION/ COMMUNICATION	Collective Intelligence						X	X	X	X					X	X	X	X	X	X	X	X	X	X
	Product Creation																		X	X	X	X	X	X
SELF-DIRECTION	Self-Awareness	X	X								X	X	X	X	X	X	X	X	X					
	Decision Making			X	X	X	X										X	X	X	X	X	X	X	
GLOBAL THINKING	Citizenship				X	X																		
	Alternate Perspectives																	X						

* The course will be ready for adoption on June 4th, 2024.

WELLNESS TEAM

- *Jennifer Amasino*
- *Patrick Barnett*
- *Michael Battipaglia*
- *Clarence Bell*
- *Michelle Bond*
- *Marissa Brown*
- *Michael Carr*
- *Christine Coyle*
- *Susan Daub*
- *Charlene Doane*
- *Heidi Dripchak*
- *Shantae Fyffe-Simpson*
- *Brian Gouin*
- *Missy Hartmann*
- *Jennifer Hawley*
- *Eliza Hayes*
- *Kyle Heins*
- *Olga Herrera*
- *Stephanie Jarvis*
- *Claire Keenan*
- *Rachel Kilian*
- *Rachel Lynch*
- *Jourdan Milardo*
- *Tyler Pucci*
- *Maryssa Romano*
- *Deborah Rossi*
- *Sarah Sandora*
- *Cynthia Skarsten*
- *Sydney Sutcliffe*

