

Advanced Team and Individual Sports

Curriculum/Content Area: Physical Education	Course Length: 9 Weeks
Course Title: Advanced Team and Individual Sports	Date last reviewed: July 2016
Prerequisites: Senior only, 1.5 credits in Physical Education courses.	Board approval date: December 13, 2016

Desired Results

Course description and purpose:

This physical education class includes experience in more advanced and complex motor skills. Emphasis is placed on student choice for individuals and team games and the attainment of lifetime skills for recreational participation in small and large group situations. The majority of the time will be spent on game play and tournament-type competition with students acting as facilitators of game and tournament play. In an effort to continually build on the student's fitness level, a variety of fitness based activities will be integrated throughout the term.

Enduring Understandings (EUs):	Essential Questions (EQs):
<ol style="list-style-type: none"> 1. Proficient movement skills provide competency in all physical activities 2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness. 3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 	<ol style="list-style-type: none"> 1. What different ways can your body move given a specific purpose? 2. How will you help a team be successful? 3. What does it mean to be a good teammate? 4. How can you move effectively and efficiently? 5. How do you determine whether a strategy is effective? 6. What can you do to be physically active and why is this important? 7. Why is it important to be physically fit and how can you stay fit?

<p>6. Physical activity promotes social, emotional, and physical well being of self and the community.</p>	<p>8. How do you interact with others during physical activity?</p> <p>9. How will physical activity help you now and in the future?</p>
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Assessment Evidence

<p><i>Performance assessments include but are not limited to:</i></p> <ol style="list-style-type: none"> 1. SMART Goal setting and monitoring 2. Argumentative Writing 3. Common Unit Assessment (Rubric) 	<p><i>Other assessments may include:</i></p> <p>Classroom formative and summative assessments aligned to standards.</p>
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<p>Unit Title: Invasion Sports</p>
<p>Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:</p> <ul style="list-style-type: none"> ● Football ● Basketball ● Soccer ● Floor Hockey ● Speedball ● Tchoukball ● Lacrosse ● Ultimate ● Korfball
<p>Standards:</p>
<p>WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>A. Demonstrates advanced skill application.</p> <p>WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>B. Applies and analyzes scientific principles of physical activity</p> <p>WI.PE.Standard 3: Participates regularly in physical activity.</p> <p>A. Chooses to be physically active.</p> <p>B. Sets goals for a physically active lifestyle.</p>

WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

WI.PE.Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values physical activity as part of a healthy lifestyle.
- B. Incorporates opportunities for self-expression and social interaction.

CCSS.Literacy.W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Learning Targets:

1. I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
2. I can describe the offensive, defensive and transitional strategies needed for success in the team sport.
3. I can identify the health and skill related fitness components that impact performance in the team sport
4. I can apply correct rules and procedures in all physical activity settings.
5. I can explain the benefits of participation in a variety of activities in competitive and recreational settings.
6. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Title: Racquet and Volley Sports

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Volleyball
- Tennis
- Badminton
- Pickleball
- Tackraw
- Eclipse Ball

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

WI.PE.Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values physical activity as part of a healthy lifestyle.
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Unit Title: Diamond Sports

Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Baseball
- Softball
- Kickball
- Wiffle Ball
- Braun Ball

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

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Unit Title: Aquatics and H2O Safety

Topics:

- Stroke Refinement
- Swimming for Fitness
- H2O Polo

Standards:

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- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

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