

Team & Racquet Sports

Curriculum/Content Area: Physical Education	Course Length: 9 Weeks
Course Title: Team and Racquet Sports	Date last reviewed: May 2016
Prerequisites: PE 9	Board approval date: August 16, 2016

Desired Results

Course description and purpose:

The emphasis in Team and Racquet Sports is placed on the rules and skills necessary to play at a competitive level. Emphasis is also placed on attainment of lifetime skills and sports for recreational participation. In an effort to continually build on the student's fitness level, FITNESSGRAM testing and activities related to the five components of fitness will be incorporated throughout the term. The instruction is fast paced and students will be competing in games on a daily basis. Additionally, this class will spend a portion of the term in the pool reviewing strokes and playing water based games.

<p>Enduring Understandings (EUs):</p> <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 6. Physical activity promotes social, emotional, and physical well being of self and the community. 	<p>Essential Questions (EQs):</p> <ol style="list-style-type: none"> 1. What different ways can the 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 we move effectively and efficiently? 5. How do you determine whether a strategy is effective? 6. What can we do to be physically active and why is this important? 7. Why is it important to be physically fit and how can we stay fit? 8. How do we interact with others during physical activity? 9. How will physical activity help us now and in the future?
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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. FITNESSGRAM Pacer2. FITNESSGRAM Exercise Tests3. SMART Goal4. Argumentative Writing5. 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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Unit Title: Invasion Sports

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

- Football
- Basketball
- Soccer
- Floor Hockey
- Ultimate
- Lacrosse

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.
- 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 a variety of team sports.
3. I can identify the health and skill related fitness components that impact performance in a variety of team sports.
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

Standards:

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

- C. Demonstrates skill development.
- D. 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.
- B. Incorporates opportunities for self-expression and social interaction.

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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: Diamond Sports

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

- Baseball
- Softball
- Kickball

Standards:

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

- E. Demonstrates skill development.
- F. 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.

- C. 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.
- B. Incorporates opportunities for self-expression and social interaction.

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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.
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4. I can apply correct rules and procedures in all physical activity settings.
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Unit Title: Aquatics and H2O Safety

Topics:

- Stroke Refinement
- Swimming for Fitness
- H2O Polo

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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Learning Targets:

1. I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
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