



Recreational Games - Precision Games

Unit Focus

Precision Games is a unit based around sending an object to a specific target area in various ways. The skills focused on during this unit are aiming, throwing (frisbee), and striking with a long-handled implement (golf club). Students will challenge themselves to improve the skills required to participate in these activities.

The unit is centered around three lifelong activities, archery, golf, and disc golf. These activities are very common in the community and are open to people of all ages and skill levels. These were chosen as the focus activities because of their commonality and accessibility in the community and internationally. These activities are common in work settings, family settings, and social events. Games such as archery, golf, and disc golf can be organized as group, partner, or individual events. This unit allows students to learn lifelong skills, encourages social interaction through movement and challenge, and opens pathways for students to lead a physically active lifestyle throughout their lifespan. Student choice will drive some of the games that students will play. Students will complete the Sit and Reach State Fitness Test during this unit and compare their current performance to their baseline data.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12) - Demonstrate healthy practices and behaviors to improve the health of oneself and others (SM 7.3.12) - Physical Education 9-12 Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2) - Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1) - Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1) - Demonstrates the ability to identify and discuss the historical and cultural roles of games, sports, and dance in a society (S2.H1.L2) - 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)	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results. T2 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives. T3 Demonstrate improved physical performance in skills and movement patterns.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals engage in stress reducing activities in order to maintain a balanced lifestyle. U2 Students identify personal likes and dislikes and allot time to pursue their interests. U3 Success in target games requires precision and accuracy when aiming. U4 Good feedback is constructive, specific, and actionable and grounded in evidence. It should provide the recipient with a clear understanding of what they are doing well and	<i>Students will keep considering...</i> Q1 What are the benefits of social games? Q2 How can I seek out opportunities to engage in physical activities that I find enjoyable? Q3 What strategies can I use to improve my precision and accuracy? Q4 Do my actions and/or decisions have a negative or positive impact on my self or others? Q5 How do I respect my rights and the rights of others?

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to create a practice plan to improve performance for a self-selected skill. (S2.H3.L1)
- Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)
- Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)
- Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
- 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)
- Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)
- Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)
- Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Demonstrates the ability to analyze the health benefits of a self-selected physical activity (S5.H1.L1)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
- Demonstrates the ability to identify the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)
- Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

where they need to improve, without being overly critical or vague.
U5 Adjusting aspects of a skill or strategy can help a person to improve their performance in a particular skill and overall success in an activity.

Q6 What behaviors should I employ in my current situation?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 concepts and principle such as distance, force, rotation, and motion are important to improving the performance of self and others.
K2 effective use of strategies and tactics such as accuracy, blocking, and aim are important for success in target games.
K3 target games have historical significance, such as how they were spread through nations and crests marked on bows.
K4 to guard players by taking a position between the opponent and the goal
K5 to force opponents to play the ball away from their own goal and toward the outside of the field/playing area
K6 Vocabulary: aim, accuracy, offensive tactics, defensive tactics, blocking, force, rotation, end, anchor point,nock, bow (recurve, long, compound), quiver, arrow, fletching, pile, cast, release point, shelf, index/vain feather, range, petticoat, arm guard, bocce, bolas criollas, boules/petanque, pallino, mingo, jack

Skill(s)

Students will be skilled at...
S1 Demonstrating 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 Demonstrating the ability to refine activity specific movement skills in one or more lifetime activities involving target games (outdoor pursuits, lifetime activities, individual performance activities, backyard games).
S3 demonstrating the ability to participate in activities that can be pursued in the local environment according to their benefits, social support network and participation requirements.
S4 exhibiting proper etiquette, respecting others and teamwork while engaging in social physical activity.
S5 employing effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed