

YEAR AT A GLANCE: PE 9-12, UNITS 16-20

Mission Statement:

Our mission is to facilitate students in improving their quality of life through regular physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. The goal of the program is to have students apply the knowledge they have gained over the course of their education toward living a healthy lifestyle, and to empower them to use the skills they have learned to make informed decisions.

	<u>UNIT 16</u>	<u>UNIT 17</u>	<u>UNIT 18</u>	<u>UNIT 19</u>	<u>UNIT 20</u>
Title	<i>Flag Rugby</i>	<i>Wiffleball</i>	<i>Zumba</i>	<i>Dance</i>	<i>Tchoukball</i>
Unit Length <i>(weeks taught)</i>	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
Performance Task <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	Students complete a 4 station student generated “skill gauntlet” assessing passing, flagging, scoring and guarding situations.	Students complete a 4 station student generated “skill gauntlet” assessing hitting, running, throwing, and fielding.	Students complete a 5 station student generated “skill gauntlet” assessing movement, tempo, flexibility, coordination and agility	Students will choreograph their own original group dance assessing their ability to work together as a team to create an original and creative dance that is a minimum of 90 seconds long.	Students will complete a 3 station “skill gauntlet”; passing, catching and shooting. Students will complete a quiz on the rules of Tchoukball prior to the start of the unit.
Enduring Understanding <i>(The big ideas, the “why” we include</i>	Basic knowledge of flag rugby; basic rules of	Basic knowledge of wiffleball; basic rules of	Student will demonstrate competence in	Student will demonstrate competence in	<i>Students will demonstrate basic level of knowledge</i>

<p>these ideas</p>	<p>flag rugby; Importance of sportsmanship; The games floor markings and their meanings; basic offensive and defensive strategies; basic vocabulary of flag rugby; responsibilities of the different positions</p>	<p>wiffleball; importance of sportsmanship; how to keep score; the field of play; basic offensive and defensive strategies</p>	<p>movement form to the degree in which she/he will continue to perform the activity throughout a lifetime.</p> <p>Students will understand the importance of aerobic/dance fitness</p>	<p>movement form to the degree in which she/he will continue to perform the activity throughout a lifetime.</p> <p>Students will understand the importance of aerobic/dance fitness</p> <p>Students will learn a variety of dances from different cultures and understand the importance of learning dances from different cultures.</p>	<p><i>of Tchoukball rules. Students will demonstrate sportsmanship and respect for their peers.</i></p> <p><i>Students will be able to identify the court boundaries.</i></p> <p><i>Students will demonstrate an understanding of basic offensive and defensive strategies.</i></p>
<p>Essential Questions (What do we want students to think about)</p>	<p>Does the student exhibit a respect for his/her peers during play?</p> <p>Are the students challenging themselves during the activity Does the student exhibit positive social interaction? Is the student</p>	<p>Does the student exhibit a respect for his/her peers during play?</p> <p>Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits</p>	<p>Does the student exhibit a respect for his/her peers during the activity?</p> <p>Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits</p>	<p>Does the student exhibit a respect for his/her peers during the activity?</p> <p>Are the dances being taught appropriate for all students? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits</p>	<p><i>Does the student exhibit a respect for his or her peers during play?</i> <i>Are the students challenging themselves during the activity?</i> <i>Does the student exhibit positive social interaction?</i> <i>Is the student enjoying physical fitness benefits while they</i></p>

	<p>enjoying physical fitness benefits while participating in the game? Does the student apply movement concepts and skills to the game? Does the student apply knowledge of rules to the game? Does the student progress during the unit?</p>	<p>while participating in the game? Does the student apply movement concepts and skills to the game? Does the student apply knowledge of rules to the game? Does the student progress during the unit?</p>	<p>while participating? Does the student progress during the unit?</p>	<p>while participating? Does the student progress during the unit?</p>	<p><i>participate in the game?</i> <i>Does the student apply movement concepts and skills to the game?</i> <i>Does the student apply knowledge of rules to the game?</i> <i>Does the student progress during the unit?</i></p>
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