Pequea Valley School District
Wellness Education

Unit: Learning Through Sport/Games **Course: Wellness Through Sport/Games** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do we evaluate our learning using sports/games?

Keystone Eligible Content/PA Core Standard
- 10.5.9.A
- 10.5.12.B
- 10.5.9.E
- 10.5.12.E

Pacing: Approximate number of class sessions per unit
- 5

Tier 3 Vocabulary (Content specific vocabulary)
- Leadership
- Motivation
- Teamwork
- Competitive mindset
- Habits
- Attitude

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Be able to use the concepts (ex. leadership) during a sport/game.
- Be able to work with others in the class to create an environment of learning during sport/games.
- Be able to explain why these concepts are important in the classroom and beyond. (relevance)

Assessments:

- Quizzes/Tests
- Create a plan of growth for the class
- Discussion/Flipgrid share

Software/Resources:

- FITNESSGRAM
- website
- CD

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Unit: Team Concepts **Course: Wellness Through Sport/Games** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How can a team work together to achieve their goals?

Keystone Eligible Content/PA Core Standard
- 10.4.9.F - group dynamics
- 10.5.9.F - offensive/defensive strategies
- 10.5.12.F - Team

Pacing: Approximate number of class sessions per unit
- 10

Tier 3 Vocabulary (Content specific vocabulary)
- Goal Setting
- Motivation - intrinsic and extrinsic
- Leadership
- Strategy

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- How to write an effective goal (SMART goal).
- Different types of motivation (intrinsic and extrinsic)
- The nine characteristics of a leader (honesty, model behavior, creativity in problem solving, inspired passion, self-awareness, risk taking, promotion of a shared vision, competency and learn from success and failure)
- Offensive and defensive strategies in different sport/games

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How goal setting can impact motivation.
- The differences in types of motivation (individual and group).
- How to practice leadership using different styles?
- How to adjust/adapt strategies for different sport/game situations?

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Understand and explain how individuals and groups are motivated.
- Understand and explain how leadership characteristics are used in a group setting.
- Explain and design offensive and defensive strategies for different sports/games.
- Evaluate their own skills and the skills of others.

Assessments:

- Writing assignments for goal setting, motivation and leadership
- Design of offensive and defensive strategies.
- Written tests/quizzes.

Software/Resources:

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Unit: Types of Sports/Games **Course: Wellness Through Sport/Games** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do sports and games differ in fitness, movement skills and strategies?

Keystone Eligible Content/PA Core Standard
- 10.5.9.A
- 10.5.12.B - open and closed skills/aspects of good performance
- 10.5.9.C
- 10.5.12.C
- 10.5.9.F- offensive/defensive strategies
- 10.5.12.F-team

Pacing: Approximate number of class sessions per unit
- 35

Tier 3 Vocabulary (Content specific vocabulary)
- Tag games
- Target games
- Cooperative games
- Invasion games
- Striking and fielding games
- Net and wall games

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Explain the characteristics of each type of game.
- Explain the goals of each type of game
- Explain how the movement concepts are used in each type of game

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How games are similar and different with movement concepts and strategies.
- The transfer of skills from one sport/game to another.
- How each category of game contributes to the enjoyment of participating in the game.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Explain the differences and similarities between the different types of sport/games.
- Explain how preparation and performance is different between the types of sport/games.
- Explain how the elements of a sport/game contribute to the learning of the skills and the enjoyment.
- Explain how the characteristics of each type of sport/game is used in practice.

Assessments:

- Written quizzes/tests
- Compare/contrast evaluations of the sport/games
- Written evaluation of game performance

Software/Resources:

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Unit: Student Designed Games **Course: Wellness Through Sport/Games** **Grade: 9-12**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How do you create an effective game?

Keystone Eligible Content/PA Core Standard
- 10.4.9.D
- 10.4.12.D- motivation
- 10.5.9.F- offensive/defensive strategies
- 10.5.12.F-team

Pacing: Approximate number of class sessions per unit
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Tier 3 Vocabulary (Content specific vocabulary)
- critical thinking
- engagement
- game design
- collaboration
- variety
- complexity
- skill development
- participation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- What makes a game safe?
- What makes a game fun?
- How can rules/procedures increase the participation of each team member?

- What are the elements of game design?

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- How to effectively design a game.
- Creating games with variety and complexity (for motivation and challenge).
- How to evaluate the characteristics of a game.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Explain the characteristics of a quality game.
- Explain how to design a game, including challenges.
- Fairly evaluate a game designed by their peers.
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Assessments:

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