Advanced Team & Individual Sports Curricular Document

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Course Information

Advanced Team and Individual Sports

CURRICULUM/CONTENT AREA	COURSE LENGTH
Physical Education	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
12	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Senior only, 1.5 credits in Physical Education courses	04/2024

Desired Results

COURSE DESCRIPTION

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	ESSENTIAL QUESTIONS
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	• What different ways can the body move given a specific purpose? • How will you help a team be successful? • What does it mean to be a good teammate? • How can we move effectively and efficiently? • How do you determine whether a strategy is effective? • What can we do to be physically active and why is this important? • Why is it important to be physically fit and how can we stay fit?

of self and the community.	• How do we interact with others during physical activity? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	x	x	x	x
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	x	x	x	x
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x	x	x	x
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	x	x	x	x
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	x	x	x	x

Unit 1: Strategy and Tactics in Individual Sports

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

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
- ➔ I can identify the health and skill related fitness components that impact performance in an individual sport.
- ➔ I can apply correct rules and procedures in all physical activity settings.
- ➔ I can explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ 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 PRIORITY STANDARDS: *Students will know and be able to…*	LEARNING PRIORITY	*Level 1* LEARNING TARGETS: *I can…*	*Level 2* LEARNING TARGETS: *I can…*	*Level 3* LEARNING TARGETS: *I can…*

Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.H1 Invasion Games: Throwing PE. S1. H3 Invasion Games: Catching	• PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	• PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	• PE.S1.H8.L3 Make contact and connect with the object to create a play.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S2.H4 Movement Concepts, Principles, and Knowledge	•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately • PE.S2.H5.L2 Analyze the current stage of learning for specific skills and select the appropriate level of challenge for continued skill Refinement.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H5.L3 Use S.M.A.R.T. goal setting to create a practice plan to improve performance for a self-selected skill.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	PE.S3.H1 Physical Activity Knowledge	•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior	PE.S4.H3 Social Awareness	•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with

that respects self and others.			• PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	PE.S5.H1 Health and Well-being	•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

➔ Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.

Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
➔ *Feedback targeted to skill student is working towards*
➔ *Small group or individual skill work as needed*
➔ *Quick write or oral discourse on essential questions or unit specific topic*
➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
➔ *Formative skills checks*
➔ *Key vocabulary checks*
➔ *peer observation & feedback*
➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.

☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

➔

Unit 2: Strategy and Tactics in Racquet and Team 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, Speedball, Tchoukball, Lacrosse, Ultimate, Korfball, Volleyball, Tennis, Badminton, Pickleball, Tackraw, Eclipse Ball

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How will you help a team be successful?
- ➔ What does it mean to be a good teammate?
- ➔ How do we interact with others during physical activity?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.H8 Fielding and Striking Games	• PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	• PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	• PE.S1.H8.L3 Make contact and connect with the object to create a play.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H2 Movement Concepts, Principles, and Knowledge	•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in various activities. • PE.S2.H7.L2 Apply strategies and tactics when analyzing errors in game play in	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H4.L3 Modify defensive and offensive strategies and tactics

			net/wall and target games, including those from other cultures. • PE.S2.H8.L2 Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures.	in various activities based on analysis of the game. • PE.S2.H7.L3 Implement strategies and tactics when analyzing errors in game play in net/wall and/or target games, including those from other cultures. • PE.S2.H8.L3 Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	PE.S3.H1 Physical Activity Knowledge	•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	PE.S4.H3 Social Awareness	•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge,	PE.S5.H1 Health and Well-being	•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and

self-expression, and social interaction.				well-being

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s)

- ➔ Performance assessments are regularly used throughout instruction. These assessments include the use of a daily physical education rubric, as well as written and skill assessments.
- ➔ Sports Medicine Overview Assessment
- ➔ Therapeutic Careers Assessment

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

- ➔

Unit 3: Lifetime Sports

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include: Cornhole ; Spikeball ; KanJam ; Baseball ;Softball ; Kickball ; Wiffle Ball

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*	***Level 2*** **LEARNING TARGETS:** *I can...*	***Level 3*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H8.L1 Demonstrate competency in movement patterns to connect with the object.	• PE.S1.H8.L2 Identify how to self-correct and reflect on movement in relation to the object.	• PE.S1.H8.L3 Make contact and connect with the object to create a play.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H2 Movement Concepts, Principles, and Knowledge	•	• PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L2 Compare similarities and differences of historical and cultural roles within physical activity and dance forms.	• PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L3 Analyze historical and cultural roles within physical

				activity and dance forms.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	PE.S3.H1 Physical Activity Knowledge	•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	PE.S4.H3 Social Awareness	•	• PE.S4.H3.L2 Create and implement strategies to oppose perceived differences. • PE.S4.H7.L2 Evaluate decisions and analyze various factors that inform decision-making.	• PE.S4.H3.L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences. • PE.S4.H7.L3 Exhibit decision-making skills that promote a positive well-being and environment. (WSELC 20)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	PE.S5.H1 Health and Well-being	•	• PE.S5.H4.L2 Select and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).	• PE.S5.H4.L3 Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice).

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

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Success Criteria Rubrics

➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and

feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔ *Coaching students during activity - correct form, following expectations and performing tasks as expected/improving skills*
- ➔ *Positive reinforcement to application of feedback , redirection when application does not occur.*
- ➔

Strategies for Varied Level Learners

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☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

- ➔

Unit 4: Aquatics and Water Safety

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

- Water Polo
- Beach Water Volleyball
- Basketball

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*	***Level 2*** **LEARNING TARGETS:** *I can…*	***Level 3*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1.H10 Aquatics: Swim Skills	• PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	• PE.S1.H10.L2 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.	• PE.S1.H10.L3 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H12 Aquatics: Safety	• PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.	• PE.S2.H12.L2 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program. • PE.S2.H2.L2 Use terminology associated with exercise and participation in selected	• PE.S2.H12.L3 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.PE.S2.H2.L3

			individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.	Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	PE.S3.H1 Physical Activity Knowledge	•	• PE.S3.H1.L2 Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity.	• PE.S3.H1.L3 Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	PE.S4.H3 Social Awareness	•	• PE.S4.H1.L2 Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.	• PE.S4.H1.L3 A. Evaluate factors that impact safety decisions based on the current situation (e.g., weather, level of difficulty due to conditions or ability). (WSELC 22) B. Create and apply a plan for participating in selected physical • activity, exercise, dance, and outdoor • activity for personal and group safety. • (WSELC 22)
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge,	PE.S5.H1 Health and Well-being	•	• PE.S5.H1.L2 Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.	• PE.S5.H1.L3 Create and implement a plan or use self-selected activities based on overall health and well-being

self-expression, and social interaction.				

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- ➔

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☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Extensions

- ➔