Sports Officiating Curricular Document

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Course Information

Sports Officiating	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	1 term
GRADE LEVEL	**DATE LAST REVIEWED**
10-12	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	04/2024

Desired Results

COURSE DESCRIPTION

Sports Officiating will help students gain knowledge and understanding of rules and officiating techniques for youth sports while developing their own fitness through participation in team-based sports. This class will consist of both a classroom learning component (aimed toward rules, signals, officiating conduct, etc.) and daily opportunities for fitness and exercise. Students will be provided several opportunities to officiate games during class time. This course will prepare students for potential employment as a sports official.

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	• 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

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.	important? • Why is it important to be physically fit and how can we stay fit? • How do we interact with others during physical activity? • How will physical activity help us now and in the future? • What knowledge, skills, and dispositions are required to be an effective official?

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

Unit 1: Invasion Sports

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

A..Flag football

B. Volleyball

C. Basketball

D. Soccer

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 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?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?
- ➔ What knowledge, skills, and dispositions are required to be an effective official?

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.H9 Outdoor Pursuits/ Adventure Activities	PE.S1.H9.L1 • Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities.	PE.S1.H9.L2 • Demonstrate competency in activity-specific movement and technical skills in one or more selected outdoor activities.	PE.S1.H9.L3 • Lead and explain a demonstration of activity-specific movement or technical skills in one or more selected outdoor activities.

Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	PE.S2.H5 Movement Concepts, Principles, and Knowledge	PE.S2.H5.L1 • Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	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.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.H4 Physical Activity Knowledge	PE.S3.H4.L1 • Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.	PE.S3.H4.L2 • Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings).	PE.S3.H4.L3 • Create a plan for physical activity participation based on personal life choices, economics, motivation, and accessibility in a college or career setting.
	PE.S3.H5 Physical Activity Planning	PE.S3.H5.L1 • Explore local community for physical activity opportunities.	PE.S3.H5.L2 • Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.	PE.S3.H5.L3 • Create a plan for activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	PE.S4.H6 Relationship Skills: Conflict Resolution	PE.S4.H6.L1 • Use communication skills and strategies that promote positive outcomes.	PE.S4.H6.L2 • Analyze personal role in a conflict to resolve differences and promote positive outcomes in the future.	PE.S4.H6.L3 • Apply strategies to consistently resolve conflicts in a variety of settings (e.g., school, work, community, and personal relationships). (WSELC 19)
	PE.S4.H7 Decision-making	PE.S4.H7.L1 • Apply decision-making steps with consideration of well-being for self and others.	PE.S4.H7.L2 • Evaluate decisions and analyze various factors that inform decision-making.	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.H5 Social Interaction	PE.S5.H5.L1 • Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.	PE.S5.H5.L2 • Apply verbal, physical, and environmental cues to express emotions in a positive manner during various physical activities.	PE.S5.H5.L3 • Model verbal, physical, and environmental cues to express emotions and help others in a positive manner during various physical activities.
	PE.S5.H6 Social Interaction	PE.S5.H6.L1 • Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.	PE.S5.H6.L2 • Compare and contrast opportunities for social interaction and social support in a variety of self-selected physical activities or dance.	PE.S5.H6.L3 • Evaluate community opportunities for social interaction and support in a variety of self-selected physical activities or dance.

ASSESSMENT EVIDENCE

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

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
- ➔ Describe the offensive, defensive and transitional strategies needed for success in the team sport.
- ➔ Identify the health and skill related fitness components that impact performance in the team sport
- ➔ Demonstrate the ability to control a chaotic environment, understand fairness, promote safety, and encourage good sportsmanship to officiate effectively.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ 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.
- ➔ Determine the best resolution for a problem or decision within the context of the situation.
- ➔ Apply past experiences to new situations.
- ➔ Rules and regulations projects/presentations
- ➔ Standardized test per sport

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*
- ➔ *Peer Observation, Journals, Game Play Analysis*

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:

Unit 2: Diamond Sports

Topics: Based on facilities available, time of the year, potential diamond sports that may be explored include:
A.Softball
B.Baseball

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 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?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?
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Standard 2: The student will apply	PE.S2.H5 Movement Concepts,	PE.S2.H5.L1 • Identify the stages of	PE.S2.H5.L2 • Analyze the current stage of	PE.S2.H5.L3 • Use S.M.A.R.T. goal

knowledge of concepts, principles, strategies and tactics related to movement and performance.	Principles, and Knowledge	learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.	learning for specific skills and select the appropriate level of challenge for continued skill refinement.	setting to create a practice plan to improve performance for a self-selected skill.
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