# Racquet and Team Sports Curricular Document

Table of Contents


1

- Desired Results for Course
    - Course Enduring Understandings
    - Course Essential Questions
    - Physical Education Standards Grade Level Band and by Unit

Unit 1: Invasion Sports

- Unit Desired Results
- Unit Assessment Evidence

Unit 2: Racquet and Volley Sports

- Unit Desired Results
- Unit Assessment Evidence

Unit 3: Diamond Sports

- Unit Desired Results
- Unit Assessment Evidence

Unit 4: Aquatics and H2O Safety

- Unit Desired Results
- Unit Assessment Evidence

# Course Information

| Racquet and Team Sports | |
|---|---|
| **CURRICULUM/CONTENT AREA** | **COURSE LENGTH** |
| Physical Education | 1 term |
| **GRADE LEVEL** | **DATE LAST REVIEWED** |
| 10-12 | 2016<br>Program Evaluation 2023 |
| **PREREQUISITE(s)** ***if applicable*** | **BOARD APPROVAL DATE** |
| PE 9 | 04/2024 |

## Desired Results

The emphasis in Team and Racquet Sports is placed on the rules and skills necessary to play at a competitive level. Emphasis is also placed on attainment of lifetime skills and sports for recreational participation. The instruction is fast paced and students will be competing in games on a daily basis. Additionally, this class will spend a portion of the term in the pool reviewing strokes and playing water based games.

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|---|
| 1. Proficient movement skills provide competency in all physical activities.<br><br>2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness. | • What different ways can the body move given a specific purpose?<br>• How will you help a team be successful?<br>• What does it mean to be a good teammate?<br>• How can we move effectively and efficiently? |

| | |
|---|---|
| 3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.<br><br>4. Demonstrating responsible and respectful behavior promotes positive personal and social success.<br><br>5. Everyone benefits from collaboratively working towards improved health and wellness<br><br>6. Physical activity promotes social, emotional, and physical well being of self and the community. | • How do you determine whether a strategy is effective?<br>• What can we do to be physically active and why is this important?<br>• Why is it important to be physically fit and how can we stay fit?<br>• How do we interact with others during physical activity?<br>• 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: Invasion Sports

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

- *Football*
- *Basketball*
- *Soccer*
- *Floor Hockey*
- *Ultimate*
- *Team Handball*

## UNIT DESIRED RESULTS

**UNIT ESSENTIAL QUESTION:**

- ➔ 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?
- ➔ 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.H1 Invasion Games: Throwing<br><br>PE. S1. H3 Invasion Games: Catching<br><br>PE.S1.H4 Invasion Games: Passing and Receiving | | PE.S1.H2.L2<br>● Refine and apply activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.<br><br>PE.S1.H3.L2<br>● Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.<br><br>PE.S1.H4.L2<br>● Refine and apply self-identified activity-specific movement skills in one or more small-sided invasion games, including those from other cultures. | PE.S1.H2.L3<br>● Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures.<br><br>PE.S1.H3.L3<br>● Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures.<br><br>PE.S1.H4.L3<br>● Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games, including those from other cultures |
| Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance. | PE.S2.H1 Movement Concepts, Principles, and Knowledge<br><br>PE.S2.H2 Movement Concepts, Principles, and Knowledge<br><br>PE.S2.H4 Movement Concepts, Principles, | | PE.S2.H1.L2<br>● Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills.<br><br>PE.S2.H2.L2<br>● Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.<br><br>PE.S2.H4.L2<br>● Analyze defensive and offensive strategies and tactics in various activities. | PE.S2.H1.L3<br>● Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill.<br><br>PE.S2.H2.L3<br>● 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.<br><br>PE.S2.H4.L3<br>● Modify defensive and offensive strategies and tactics in various activities based on analysis of the game. |

| | | | | |
|---|---|---|---|---|
| | and Knowledge | | | |
| 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<br>● Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. | PE.S3.H1.L3<br>● 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.H1 Safety<br><br>PE.S4.H3 Social Awareness<br><br>PE.S4.H7 Decision-making | | PE.S4.H1.L2<br>● Analyze a situation and adjust participation based on best practices to ensure the safety of self and others.<br><br>PE.S4.H3.L2<br>● Create and implement strategies to oppose perceived differences.<br><br>PE.S4.H7.L2<br>● Evaluate decisions and analyze various factors that inform decision-making. | PE.S4.H1.L3<br>● 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)<br>● B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)<br><br>PE.S4.H3.L3<br>● Implement strategies to support, encourage, and advocate for classmates with perceived differences.<br><br>PE.S4.H7.L3<br>● 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 | PE.S5.H1<br><br>Health and Well-Being | | PE.S5.H1.L2<br>● Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. | PE.S5.H1.L3<br>● Create and implement a plan or use self-selected activities based on overall health and well-being. |

| | | | | |
|---|---|---|---|---|
| health, enjoyment, challenge, self-expression, and social interaction. | PE.S5.H4 Self-expression and Enjoyment | | PE.S5.H4.L2<br>• 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<br>• 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):***

- ➔ 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 a variety of team sports.
- ➔ Identify the health and skill related fitness components that impact performance in a variety of team sports.
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ 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.

***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*
- ➔

***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, | ☐ Vary goal creation, self assessments, | ☐ Establish clear expectations and vary |

| | | |
|---|---|---|
| communication method, or reflection questioning used. | and fitness plan. | reinforcement. |
| ☐ Vary method of recording physical activity. | ☐ Vary interactions and group makeup. | ☐ Other: |

## Unit 2: Racquet and Volley Sports

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

- *Volleyball*
- *Tennis*
- *Badminton*
- *Pickleball*

## 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?
- ➔ 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.H5 Net/Wall Games | | PE.S1.H5.L2<br>• Refine and apply self-identified activity-specific movement skills in one or more net/wall games, including those from other cultures. | PE.S1.H5.L3<br>• Create and implement a practice plan designed to develop and refine competency in serving, stroke technique, volleying, and striking in two or more net/wall games, including those from other cultures. |
| Standard 2: The student will apply knowledge of concepts, principles, | PE.S2.H2 Movement Concepts, Principles, and | | PE.S2.H2.L2<br>• Use terminology associated with exercise and participation in selected individual | PE.S2.H2.L3<br>• 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. |

| | | | | |
|---|---|---|---|---|
| strategies and tactics related to movement and performance. | Knowledge<br><br>PE.S2.H4 Movement Concepts, Principles, and Knowledge<br><br>PE.S2.H7 Net/Wall Games: Creating Space (through variation)<br><br>PE.S2.H8 Net/Wall Games: Use of Tactics and Shots | | performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.<br><br>PE.S2.H4.L2<br>● Analyze defensive and offensive strategies and tactics in various activities.<br><br>PE.S2.H7.L2<br>● Apply strategies and tactics when analyzing errors in game play in net/wall and target games, including those from other cultures.<br><br>PE.S2.H8.L2<br>● Analyze shot selection based on opponents positioning in net and wall games, including those from other cultures. | PE.S2.H4.L3<br>● Modify defensive and offensive strategies and tactics in various activities based on analysis of the game.<br><br>PE.S2.H7.L3<br>● Implement strategies and tactics when analyzing errors in game play in net/wall and/or target games, including those from other cultures.<br><br>PE.S2.H8.L3<br>● 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<br>● Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. | PE.S3.H1.L3<br>● Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity. |
| Standard 4: The student will exhibit | PE.S4.H1 Safety | | PE.S4.H1.L2<br>● Analyze a situation and adjust participation based on best practices | PE.S4.H1.L3<br>● 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) |

| | | | | |
|---|---|---|---|---|
| responsible personal and social behavior that respects self and others. | PE.S4.H3 Social Awareness<br><br>PE.S4.H7 Decision-making | | to ensure the safety of self and others.<br><br>PE.S4.H3.L2<br>● Create and implement strategies to oppose perceived differences.<br><br>PE.S4.H7.L2<br>● Evaluate decisions and analyze various factors that inform decision-making. | ● B. Create and apply a plan for participating in selected physical activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)<br><br>PE.S4.H3.L3<br>● Implement strategies to support, encourage, and advocate for classmates with perceived differences.<br><br>PE.S4.H7.L3<br>● 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<br><br>PE.S5.H4 Self-expression and Enjoyment | | PE.S5.H1.L2<br>● Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.<br><br>PE.S5.H4.L2<br>● 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.H1.L3<br>● Create and implement a plan or use self-selected activities based on overall health and well-being.<br><br>PE.S5.H4.L3<br>● 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**<br>*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
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ 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.

***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*
- ➔

***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 3: Diamond Sports

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

- *Softball*
- *Kickball*

## 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?

| **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.H6 Target Games: Throwing<br><br>PE.S1.H7 Target Games: Striking | | PE.S1.H6.L2<br>• Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures.<br><br>PE.S1.H7.L2<br>• Demonstrate competency in striking objects using long-handled implement to strike object in two or more | PE.S1.H6.L3<br>• Create and implement a practice plan designed to develop or refine mature throwing pattern in two or more target games, including those from other cultures.<br><br>PE.S1.H7.L3<br>• Create and implement a practice plan designed to develop or refine mature striking pattern in two or more target games, including those from other cultures. |

| | | | | |
|---|---|---|---|---|
| | PE.S1.H8 Fielding and Striking Games | | target games, including those from other cultures.<br><br>PE.S1.H8.L2<br>● Identify how to self-correct and reflect on movement in relation to the object. | PE.S1.H8.L3<br>● 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<br><br>PE.S2.H4 Movement Concepts, Principles, and Knowledge | | PE.S2.H2.L2<br>● Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.<br><br>PE.S2.H4.L2<br>● Analyze defensive and offensive strategies and tactics in various activities. | PE.S2.H2.L3<br>● 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.<br><br>PE.S2.H4.L3<br>● Modify defensive and offensive strategies and tactics in various activities based on analysis of the game. |
| 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<br>● Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. | PE.S3.H1.L3<br>● 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.H1 Safety | | PE.S4.H1.L2<br>● Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. | PE.S4.H1.L3<br>● 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)<br>● B. Create and apply a plan for participating in selected physical |

| | | | | |
|---|---|---|---|---|
| | PE.S4.H3 Social Awareness<br><br>PE.S4.H7 Decision-making | | PE.S4.H3.L2<br>● Create and implement strategies to oppose perceived differences.<br><br>PE.S4.H7.L2<br>● Evaluate decisions and analyze various factors that inform decision-making. | activity, exercise, dance, and outdoor activity for personal and group safety. (WSELC 22)<br><br>PE.S4.H3.L3<br>● Implement strategies to support, encourage, and advocate for classmates with perceived differences.<br><br>PE.S4.H7.L3<br>● 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<br><br>PE.S5.H4 Self-expression and Enjoyment | | PE.S5.H1.L2<br>● Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary.<br><br>PE.S5.H4.L2<br>● 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.H1.L3<br>● Create and implement a plan or use self-selected activities based on overall health and well-being.<br><br>PE.S5.H4.L3<br>● 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):***

- ➔ 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
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ 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.

***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*
- ➔

***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 4: Aquatics and H20 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<br>• 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<br>• 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<br>• 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 | PE.S2.H12 Aquatics: Safety | PE.S2.H12.L1<br>• Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally | PE.S2.H12.L2<br>• 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.<br>PE.S2.H2.L2 | PE.S2.H12.L3<br>• 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.<br>PE.S2.H2.L3 |

| | | | | |
|---|---|---|---|---|
| movement and performance. | | recognized swim program. | • Use terminology associated with exercise and participation in selected 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.L1<br>• Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. | PE.S3.H1.L2<br>• Investigate the relationships among physical activity, nutrition, and body composition as it relates to lifetime well-being and productivity. | PE.S3.H1.L3<br>• 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<br>• Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. | PE.S4.H1.L3<br>• 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)<br>• 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, self-expression, and social interaction. | PE.S5.H1 Health and Well-being | PE.S5.H1.L1<br>• Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. | PE.S5.H1.L2<br>• Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. | PE.S5.H1.L3<br>• 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):***

- ➔ 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
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ 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.

***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*
- ➔

***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: |