Variety Sports Curricular Document

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Course Information

Variety Sports	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
10-12	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
PE 9	04/2024

Desired Results

COURSE DESCRIPTION.

The emphasis in Variety sports is placed on the rules and skills necessary to play at a competitive level. The sports that are played will be non-traditional, with the exception of some racquet sports. Emphasis is also placed on attainment of lifetime skills and sports for recreational participation. In an effort to continually build on the student's fitness level, FITNESSGRAM testing and activities related to the five components of fitness will be incorporated throughout the term. 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. 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	• 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?

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 of self and the community.	• 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?

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

Topics:

A. *Speedball*
B. *Tchoukball*
C. *Lacrosse*
D. *Ultimate*
E. *Korfball*
F. *Sabaki Ball*
G. *Broomball*
H. *Fencing*

I. Omnikin Ball

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?
- ➔ 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 PE. S1. H3 Invasion Games: Catching PE.S1.H8 Fielding and Striking Games		PE.S1.H2.L2 ● 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. PE.S1.H3.L2 ● 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. PE.S1.H8.L2 ● Identify how to self-correct and reflect on movement in relation to the object.	PE.S1.H2.L3 ● Apply activity-specific throwing skills in two or more small-sided invasion and fielding games, including those from other cultures. PE.S1.H3.L3 ● Apply activity-specific catching skills in two or more small-sided invasion and fielding games, including those from other cultures. 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.H1 Movement Concepts, Principles, and Knowledge PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S2.H3 Movement Concepts, Principles, and Knowledge PE.S2.H4 Movement Concepts, Principles, and Knowledge PE.S2.H7 Net/Wall Games: Creating Space (through variation) PE.S2.H9 Target Games: Shot Selection PE.S2.H10 Fielding and Striking	•	PE.S2.H1.L2 • Describe the speed vs. accuracy trade-off in physical activities with or without throwing and striking skills. 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.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 net/wall and target games, including those from other cultures. PE.S2.H9.L2 • Assess implementation of strategies and tactics in a variety of target activities using speed, force, and trajectory. PE.S2.H10.L2 • Apply offensive and defensive	PE.S2.H1.L3 • Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. 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. PE.S2.H4.L3 • Modify defensive and offensive strategies and tactics 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.H9.L3 • Assess effectiveness and modify strategy and tactics of shot placement in various target activities. PE.S2.H10.L3 • Reflect, analyze, and apply

	Games: Offensive and Defensive Strategies PE.S2.H11 Fielding and Striking Games: Reducing Space		strategies when selecting appropriate shots in fielding and striking games, including those from other cultures. PE.S2.H11.L2 ● Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense.	offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures. PE.S2.H11.L3 ● Model strategies on how to maximize coverage on defense.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	PE.S3.H5 Physical Activity Planning	●	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.H1 Safety PE.S4.H3 Social Awareness PE.S4.H7 Decision-ma	●	PE.S4.H1.L2 ● Analyze a situation and adjust participation based on best practices to ensure the safety of self and others. PE.S4.H3.L2 ● Create and implement strategies to oppose perceived differences. PE.S4.H7.L2 ● Evaluate decisions and analyze	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) 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

	king		various factors that inform decision-making.	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 Self-expression and Enjoyment		PE.S5.H1.L2 ● Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. 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.H1.L3 ● Create and implement a plan or use self-selected activities based on overall health and well-being. 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):

- ➔ 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 2: Racquet and Volley Sports

Topics:

A. *Soccer Tennis*
B. *Spikeball*
C. *Eclipse Ball*
D. *4-Square*
E. *Fistball*

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 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.H5 Net/Wall Games** **PE.S1.H8 Fielding and**	•	PE.S1.H5.L2 • 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 • 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

	Striking Games		PE.S1.H8.L2 • Identify how to self-correct and reflect on movement in relation to the object.	other cultures. 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.H3 Movement Concepts, Principles, and Knowledge** **PE.S2.H4 Movement Concepts, Principles, and Knowledge** **PE.S2.H7 Net/Wall Games: Creating Space (through variation)** **PE.S2.H8 Net/Wall Games: Use of**	•	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.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 net/wall and target games, including those from other cultures.	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. PE.S2.H4.L3 • Modify defensive and offensive strategies and tactics 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.

	Tactics and Shots		PE.S2.H8.L2 ● Analyze shot selection based on opponents positioning in net and wall 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.H5 Physical Activity Planning	●	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.H5.L2 ● Evaluate activities that can be pursued in the local environment according to their benefits, social support network, and participation requirements.	PE.S3.H1.L3 ● Develop a plan for physical activity beyond high school that relates to lifetime well-being and productivity. 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.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 Self-expression and Enjoyment	•	PE.S5.H1.L2 • Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. 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.H1.L3 • Create and implement a plan or use self-selected activities based on overall health and well-being. 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):

- ➔ 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

Topics:

a. *Kickball*
b. *Brannboll*
c. *Cricket*
d. *Wiffleball*
e. *Curling*

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 PE.S1.H7		PE.S1.H6.L2 • Apply a mature throwing pattern in a self-identified activity-specific in one or more target games, including those from other cultures. PE.S1.H7.L2	PE.S1.H6.L3 • Create and implement a practice plan designed to develop or refine mature throwing patterns in two or more target games, including those from other cultures. PE.S1.H7.L3

	Target Games: Striking PE.S1.H8 Fielding and Striking Games		• Demonstrate competency in striking objects using long-handled implement to strike objects in two or more target games, including those from other cultures. PE.S1.H8.L2 • Identify how to self-correct and reflect on movement in relation to the object.	• Create and implement a practice plan designed to develop or refine mature striking patterns in two or more target games, including those from other cultures. 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.H3 Movement Concepts, Principles, and Knowledge** **PE.S2.H4 Movement Concepts, Principles, and Knowledge** **PE.S2.H8 Net/Wall Games: Use of**		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.H4.L2 • Analyze defensive and offensive strategies and tactics in various activities. PE.S2.H8.L2 • Analyze shot selection based on opponents positioning 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.H3.L3 • Analyze historical and cultural roles within physical activity and dance forms. PE.S2.H4.L3 • Modify defensive and offensive strategies and tactics in various activities based on analysis of the game. PE.S2.H8.L3 • Examine the effectiveness of various shots based on

	Tactics and Shots **PE.S2.H9 Target Games: Shot Selection** **PE.S2.H10 Fielding and Striking Games: Offensive and Defensive Strategies** **PE.S2.H11 Fielding and Striking Games: Reducing Space**		net and wall games, including those from other cultures. PE.S3.H9.L2 ● Uses personalized target heart rate zones to create and implement a plan to meet target heart rate goals using various physical activities. PE.S2.H10.L2 ● Apply offensive and defensive strategies when selecting appropriate shots in fielding and striking games, including those from other cultures. PE.S3.H11.L2 ● Analyze the components of skill-related fitness and health-related fitness in relation to life and career goals, and employ fitness principles (SPORT, FITT, HIIT, and SAID) to design an appropriate fitness program for those goals.	positioning, timing and force in net and wall games, including those from other cultures. PE.S2.H9.L3 ● Assess effectiveness and modify strategy and tactics of shot placement in various target activities. PE.S2.H10.L3 ● Reflect, analyze, and apply offensive and defensive strategies in a variety of fielding and striking games, including those from other cultures. PE.S2.H11.L3 ● Model strategies on how to maximize coverage on defense.
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.H7 Decision Making	•	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.H2 Self-awareness Self-management: Challenge and Growth Mindset PE.S5.H3 Self-expression and Enjoyment PE.S5.H5 Social Interaction	•	PE.S5.H1.L2 • Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary. PE.S5.H2.L2 • Recognize barriers to succeeding and identify supports to help overcome the barriers. (WSELC 11) PE.S5.H3.L2 • Select and participate in physical activities and dance according to the current needs of the individual (e.g., energizing, relaxing, calming, individual, and group). PE.S5.H5.L2 • Apply verbal, physical, and environmental cues to express emotions in a positive manner during	PE.S5.H1.L3 • Create and implement a plan or use self-selected activities based on overall health and well-being. PE.S5.H2.L3 • Demonstrate perseverance when dealing with challenges and diversity. (WSELC 11) PE.S5.H3.L3 • Create, participate in, and modify physical activities or dance to meet the need for self-expression and enjoyment. PE.S5.H5.L3 • Model verbal, physical, and environmental cues to express emotions and help

			various physical activities.	others in a positive manner during various physical activities.

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	☐ Vary interactions and group makeup.	☐ Other:

activity.		

Unit 4: Aquatics and H20 Safety

Topics:

a. *Stroke Refinement*
b. *Swimming for Fitness*
c. *H20 Polo/Water Games*

UNIT DESIRED RESULTS

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

- ➔ What different ways can the body move given a specific purpose?
- ➔ 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?

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.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

	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.	recognized swim program. 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.
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,	PE.S5.H1 Health and Well-being	•	PE.S5.H1.L2 • Analyze the positive impact of being physically active. Analyze the negative impact	PE.S5.H1.L3 • Create and implement a plan or use self-selected activities

enjoyment, challenge, self-expression, and social interaction.			of being sedentary.	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.
- ➔ 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: