

Introduction to PE: Community Building

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - SHAPE.1 Develops a variety of motor skills. - SHAPE.2 Applies knowledge related to movement and fitness concepts. - SHAPE.3 Develops social skills through movement. - SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle .	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - participating in team settings promote tolerance, empathy, communication skills and accountability. - participating in competitive and recreational activities will help promote relationship building and lifelong fitness. - participating in individual physical activities, improves the quality of one's life.	ESSENTIAL QUESTIONS How will being an effective communicator and problem solver help you become more productive in life?
	Acquisition	
	Students will know... - that communication promotes effective teamwork and problem solving. - risks and safety factors - effective self management skills - proper etiquette and respect in a physical education setting - effective communication, critical thinking and trust are keys to building healthy relationships. <u>vocabulary:</u> trust, challenge by choice, stretch zone, panic zone, comfort zone, debriefing, community, communication	Students will be skilled at... - demonstrating competency and or refining activity-specific movement skills in two or more lifetime activities. - applying the terminology associated with exercise and participation in selected individual-performance activities and/or outdoor pursuits appropriately. - using movement concepts and principles to analyze and improve performance of self and/ or others in a selected skill. - discussing the benefits of a physically active lifestyle as it relates to college or career productivity. - evaluating- according to their benefits social support network and participation requirements- activities that can be pursued in the local environment. - evaluating risks and safety factors that might affect

and/or social interaction.		<i>physical activity throughout the life cycle.</i> ● <i>employing effective self management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</i> ● <i>exhibiting proper etiquette, respect for others and teamwork while engaging in physical activity.</i> ● <i>using communication skills and strategies that promote team/group dynamics.</i> ● <i>solving problems and thinking critically in physical activity both as an individual and in groups.</i> ● <i>applying best practices for participating safely in physical activity.</i> ● <i>identifying the opportunity for social support in a self-selected physical activity.</i>
Content Area Literacy Standards		21st Century Skills
RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>. <u>WHST.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		● <i>Solve problems</i> ● <i>Think creatively</i> ● <i>Communicate clearly</i> ● <i>Collaborate with others</i> ● <i>Interact effectively with others</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	