

Unified PE: Recreational and Leisure activities.

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. - 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 Does the level of competition impact the level of health benefits?
	Acquisition	
	Students will know... - that mastering and applying higher level skills will make for a more competitive game. - that there are historical and cultural roles of sports/ activities in society. - that there are tradeoffs when performing skills - that there are stages to develop motor skills. - that people have different abilities. - that all people, regardless of their ability must be valued and appreciated. - that there is a moral and ethical code for activities. - the rules and techniques for sports including but not limited to: archery, horseshoes, bocce, 4 square, cornhole, can jam, spinning plates, juggling, diabolo bowling <u>vocabulary:</u> competitive scoring, distance	Students will be skilled at... - refining activity-specific movement skills in lifetime activities - demonstrating competency in 2 or more specialized skills in health-related fitness activities. - identifying and discussing the historical and cultural roles of games, sports and dance in a society. - describing the speed/accuracy trade-off in throwing and striking skills. - identifying the stages of learning a motor skill. - analyzing the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. - creating a plan, trains for and participates in

	<i>shooting</i>	<i>a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).</i> • <i>accepting differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.</i> • <i>examining moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).</i> • <i>assuming a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.</i> • <i>accepting others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.</i> • <i>choosing an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</i> • <i>evaluating the opportunity for social interaction and social support in a self-selected physical activity or dance.</i>
Content Area Literacy Standards		21st Century Skills
RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.4 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 11-12 texts and topics</i>. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>Be self directed learner</i> • <i>Manage goals and time</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	