

Unified PE: Team Sports

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. - 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.	Transfer	
	Students will be able to independently use their learning to identify and maintain a healthy lifestyle.	
	Meaning	
<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.	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 Is the strength of the individual or the strength of the team more important?
	Acquisition	
	Students will know... - that offensive and defensive strategies are part of team sports. - that there are historical and cultural roles of sports in society. - that there are trade-offs 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/ sports. - the rules and techniques for sports including	Students will be skilled at... - refining activity-specific movement skills in one or more lifetime activities (S1.H1.L2) - demonstrating competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2) - identifying and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2) - describing the speed/accuracy trade-off in throwing and striking skills. (S2.H2.L2) - exhibiting moral and ethical conduct in specific competitive situations (S4.H2.L2). - assuming a leadership role in a physical activity setting (S4.H3.L2).

	<i>but not limited to: ultimate, football, soccer, field hockey, softball, lacrosse, basketball, volleyball, team handball, broomball</i> <u>vocabulary:</u> , Zone, Man to man, spacing, hammer, chest trap, heading, indian dribble, air dribble, lifts, slap hit, faster pitching, stick check, behind back, through the legs dribble, blocking out, rebounding, field throws, jump shot, blocking , spike, behind the back shot	● <i>accepting other's ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</i> ● <i>evaluating the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)</i> ● <i>applying offensive and defensive strategies as they are related to game play.</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>Communicate clearly</i> ● <i>Collaborate with others</i> ● <i>Interact effectively with others</i> ● <i>Be flexible</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	