

Unit Overview

This unit is designed to develop a basic understanding and appreciation for activities that can be played individually or with a partner. Students will demonstrate physical skills needed in a game, including agility, reaction time, and coordination. On a cognitive level, it allows students to demonstrate knowledge of the rules, strategy, sportsmanship, and teamwork in dual-player situations. Students will understand how individual sports will keep them active throughout their lifetime, and they can perform them without team members. They will realize the benefits of exercise and how important it should be in their daily lives. Students will perform and practice individual skills and progress towards working cooperatively with others. Activities based on student choice include but are not limited to

- Racquet Sports - Badminton, Tennis
- Pickleball
- Team Games - Eclipse ball, handball, flag football, basketball, soccer, ultimate frisbee, volleyball, speedball, Tchoukball, floor hockey
- Golf & Ladder Golf
- Recreational Games - bean bag toss/baggo, washers, lawn darts, and can jam.

Essential Questions:

- How can I be successful at an individual sport?
- What skills are necessary to compete in a competitive sport game?
- What do you learn from an individual sport that will help you with team sports?
- What personal meaning do I find through participation in physical activity on a team?
- How can communication help you be successful in activities and games?
- How do individual and competitive sports increase cardiovascular endurance?
- How does participating in healthy activities make me a better person?
- How does effective and appropriate movement affect wellness?
- Why must I understand movement concepts when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- What is healthy competition and good sportsmanship?

Learning Targets & Standards

1. **Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals toward living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment.**
 - **Standards:** LF.2, LF.4
2. **Knowing and understanding movement concepts will improve performance in a specific skill and provide the foundation for transferring skills in a variety of sports and activities.**
 - **Standards:** MSC.1, MSC.2, MSC.4, MSC.5
3. **Advanced techniques and concepts will elevate student's interest, confidence, performance, skills, and participation in physical activity.**
 - **Standards:** MSC.1
4. **Repetition of proper technique leads to improvement**
 - **Standards:** MSC.3
5. **Competition can positively or negatively influence technique, behavior, attitude, and performance.**
 - **Standards:** LF.4, LF.5, PF.2
6. **Physical and emotional growth often relies on personal responsibility for developing and maintaining physical fitness levels that provide opportunities for self-expression, enjoyment, and emotional satisfaction.**
 - **Standards:** PF.2

STUDENTS WILL BE ABLE TO:

- Develop individual skills for a variety of activities
- Apply effective communication strategies with diverse groups
- Collaborate with others to achieve a common goal
- Perform a skill-based and/or competitive activity through active participation.
- Apply the individual skills to game-like settings
- Utilize problem-solving skills
- Analyze their roles in the group and apply them to enhance their effectiveness.
- Develop a strategy to gain a competitive advantage in gameplay
- Demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.
- Execute effective offensive, defensive, and cooperative strategies

Assessments:

- Pre-test
- Formative Assessments: Class discussion, Exit tickets, Teacher observations, Individual conferences, Class participation, Peer and self-evaluations
- Summative Assessments: Activity Assessments (per each) + MP Assessment

Grading Categories:

Preparation/Participation = 30%

Fitness Activities = 20%

Activity 1 + Activity 2 = 40%

MP Skills Assessment = 10%

Instructional Strategies & Unit Resources:**Cooperative games and instructions are linked below:**[11-12th Grade Sports and activities](#)**Vocabulary*****Tier 2 (high-frequency words used throughout the unit)***

- Communication -Respect- Cooperation- Community - Diversity -Leadership -Goal -Safety -Participation -Debrief -Reflection, Accountability

Tier 3 (discipline-specific words used throughout the unit)

- Healthy - Fitness - Static Stretching -Dynamic Stretching -Flexibility -Resting Heart Rate -Sportsmanship

Accommodations & Modifications

Adapt PE Activities according to guidelines set forth by the district:

[Special Education, 504 Plans, Multilingual Learners, At-Risk Students, Gifted & Talented Students](#)**Accommodations & Modifications for Special Education or 504 plan purposes**

- Provide clear directions and prompts for activities.
- Assist with organization.
- Offer extra explanations and alternative methods of examples for daily activity (demonstrations).
- Provide assistance on an individual basis when needed.
- Modify the exercises to fit a student's ability and fitness level.
- Offer modifications to make the exercises more challenging.
- Modify the rules to fit a student's ability level.

Interdisciplinary Connections & 21st Century Themes & Skills

Language Arts, Speaking & Listening Domain:

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

Science:

PS2.A - Forces & Motion- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2), (HS-PS2-3)

Life Literacies: Creativity & Innovation:

94.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). (growth mindset)

94.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

94.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

11-12th Grade Physical Education

Unit 2 Fitness

Unit Overview

This unit is designed to guide students' understanding of the importance of physical activity as a lifelong commitment for increased health, enjoyment, challenges, self-expression, and social interaction. This unit will help students understand flexibility, cardiovascular endurance, and muscular strength. Instructional design and discussion seek to guide students in considering multiple perspectives about health, wellness, and fitness. Student will engage in learning processes that develop critical thinking about what it means to be physically active and how physical activity affects their overall wellness. Students will analyze and evaluate their fitness and activity level as they consider how physical activity can and will impact them throughout their lives. Students will have the agency to create their fitness plan, set realistic goals, and track their progress throughout the year. Assessment will engage students in demonstrating their knowledge of fitness activities and be used to promote lifelong wellness.

Essential Questions:

- How much exercise is needed to get/stay physically fit?
- How can you challenge yourself to reach the next level of performance in the future?
- Why is physical fitness good for me?
- Why is flexibility important?
- What are different activities that you can do to improve your muscular strength?
- How do I perform bodyweight and weight training exercises properly?
- What does an effective fitness program look like?
- What factors should be considered when designing a personal wellness plan?
- How can yoga, CrossFit, kickboxing, and weight training improve my fitness, coordination, and confidence?
- How can walking/jogging, spinning, and cardio exercises increase my cardiovascular endurance?

Learning Targets & Standards

1. **Physical and emotional growth often relies on personal responsibility for developing and maintaining physical fitness levels that provide opportunities for self-expression, enjoyment, and emotional satisfaction.**
 - **Standards:** PF.1, PF.3, PF.5
2. **Community resources can support a lifetime of wellness for self and family members.**
 - **Standards:** LF.6, LF.8
3. **Performing movement skills in a technically correct manner protects your muscular and skeletal systems.**
 - **Standards:** PF.5
4. **Physical activity provides various opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.**
 - **Standards:** LF.7

STUDENTS WILL BE ABLE TO:

- Define what a healthy, active lifestyle means to them.
- Articulate the positive effects of physical activity on one's overall wellness (physical, emotional, and psychological).
- Analyze their level of fitness.
- Explain the importance of daily exercise for health, enjoyment, and social interaction.
- Create personal fitness goals based on their age, gender, genetics, and body composition.
- Design, implement, and evaluate a personalized fitness plan.
- Utilize current technology to monitor and influence their current fitness levels.
- Identify community resources such as gyms, recreational centers, parks, and other accessible areas to help support their fitness goals.
- Examine the importance of flexibility in decreasing injury and improving overall movement.
- Compare and contrast the lifelong benefits of good personal fitness habits to poor personal fitness habits
- Demonstrate ability to perform bodyweight exercises properly.
- Develop the skills, knowledge, and motivation to stay fit for life.

Assessments:

- Pre-Test
- Exit Tickets
- Participation and observation
- Peer/self-evaluation
- Preparation
- Participation/preparation using department rubric
- Weight Room Log

Instructional Strategies & Unit Resources:

- Walk/Run on Track
 - Running effectively increases cardiovascular fitness, loses weight, and even reverses bone loss. In addition to these benefits, running track promotes competition and encourages you to improve your running ability while promoting teamwork.
- CrossFit
 - CrossFit workouts incorporate elements from high-intensity interval training, calisthenics, and other exercises. Students will complete “WODs” which are workouts of the day.
- Yoga
 - Yoga helps students see the beauty and light within themselves, thereby boosting their self-confidence, allowing them to feel more comfortable with their bodies, and helping them get in touch with who they are. This teaches mindfulness and relaxation while having them develop essential skills for a lifetime of health and wellness in the mind, body, and spirit.
- Circuit Training
 - Circuit training is a form of body conditioning or resistance training using high-intensity aerobics. It targets strength-building or muscular endurance. An exercise “circuit” is one completion of all prescribed exercises in the program. These exercises can be done in the weight room or the gym with specific equipment.
- Fitness Games
 - A variety of fitness-based games get the students participating in high-intensity activities that focus on fun, competitive interactions that inspire students to improve their overall fitness levels. These games act as a focal point to help students understand that fitness is not a punishment and can be enjoyed in various settings.

Vocabulary

Organize Vocabulary Lists here.

Tier 2 (high-frequency words used throughout the unit)

- Gender -Age - Genetics -Motivation -Lifelong -Commitment -Challenges -Social Interaction -Enjoyment -Goals -Coordination -Confidence

Tier 3 (discipline-specific words used throughout the unit)

- Cardiovascular endurance -Flexibility -Muscular Strength -Muscular Endurance -Resting Heart Rate -Body Composition -Body Weight -Resistance Training -Reps -Sets -Intensity -Duration -Frequency -Upper Body -Core -Lower Body
- WOD (work out of the day) -Static Stretching -Dynamic Stretching

Accommodations & Modifications**Accommodations & Modifications**

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B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

Science:

LS2.D: Social Interactions and Group Behavior Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HS-LS2-8)

PS2.A - Forces & Motion- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2), (HS-PS2-3)

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Career:

9.3.HL-SUP.4 Maximize available resources for proper care and use of healthcare equipment and materials.