

UBD Unit Design Template

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| Time Frame: Semester | Unit Title: PE 9 | Course Name: PE 9 |
| Stage 1: Desired Results | | |
| Established Goal(s) | Transferable Skills | |
| <p><u>Enduring Understandings</u> (Big Ideas)</p> <p>Standard 1: Perform a variety of motor skills and movement patterns effectively</p> <p>Standard 2: Apply knowledge of components, principles, strategies, and tactics to related movement and performance</p> <p>Standard 3: Apply knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness</p> <p>Standard 4: Demonstrate and self-assess respect for self and others, and the value of physical activity</p> <p>Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/ or social interaction</p> | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Demonstrates competency and/or refines activity specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual performance activities, net/wall games, target games, dance and/or health related fitness activities) • Accurately and appropriately applies the terminology associated with exercise, health related fitness, game play, individual performance activities, net/wall games, target games, dance and outdoor pursuits • Uses movement concepts and principles(force, motion, rotation, speed vs accuracy) to analyze and improve performance of self or others • Discusses the benefits of a physically active lifestyle • Applies rates of perceived exertion and pacing • Calculates heart rate, max heart rate, training zone heart rate • Engages in physical activity • Demonstrates appropriate technique in body weight resistance training and implements a strength and conditioning program that develops balance in opposing muscle groups and supports a healthy and active lifestyle • Employs effective self management skills • Exhibits respect for others and teamwork • Uses communication skills and strategies that promote team and group dynamics/ assumes a leadership role in a physical activity setting • Problem solves, thinks critically, uses and applies strategies to physical activity • Accepts others ideas, skill level, body type • Applies best practices for safety & use of equipment • Chooses an appropriate level of challenge to experience success • Identify and evaluates the opportunities for social interaction and support through lifelong physical activity | |
| | Meaning | |
| | <p><u>Understandings</u> <i>Students will understand...</i></p> <p>The FITT principle is a tool used in conjecture with the components of fitness, to maintain or improve a physically active lifestyle.</p> <p>Rules, strategies and terminology associated with volleyball, nitroball, pickleball, badminton, kickball, ultimate frisbee, yoga/ taichi, sabakiball, and team handball.</p> | <p><u>Essential Questions</u></p> <p>How does responsible personal and social behavior and good sportsmanship result in respect for self and others.</p> <p>What are the benefits of living a physically active lifestyle?</p> |

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| | <p>The importance of fitness conditioning and dynamic stretching on the components of fitness.</p> <p>The benefit of effective self-management, communication skills, acceptance of self and others' ideas and skill levels to promote good team dynamics and comfort levels in class.</p> | |
| | <p style="text-align: center;">Acquisition</p> | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The FITT, Overload, & Tedium Principles • 4 Components of Fitness (excluding BMI) • HIIT Workouts (AMWRAP, EMOM, Tabata) • Rules, strategies and terminology associated with volleyball, nitroball, pickleball, badminton, kickball, ultimate frisbee, yoga/ taichi, sabakiball, and team handball. • Social, mental and physical benefits of living a physically active lifestyle. | <p><i>Students will be able to...</i></p> <p>Key skills students will acquire from the lesson, unit, or course.</p> <p>Define and Apply the FITT principle, with the components of fitness, towards a personal fitness plan.</p> <p>Recognize and Create HIIT Workouts</p> <p>Apply effectively the rules, strategies and terminology to activities in class</p> <p>Self-Assess & Peer assess skills being taught in class (ie. forearm pass, set, serve pertaining to volleyball)</p> <p>Demonstrate physical improvement or maintenance in the skills being taught in class (ie, cardiovascular endurance, flexibility, muscular strength and endurance)</p> |