

UBD Unit Design Template

Time Frame: 1-2 Months	Unit Title: Flexibility/ Agility	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 games Badminton, Yoga/ Tai Chi, Dance & Invasion/evasion games ● Accurately and appropriately applies the terminology associated with flexibility/agility exercise, health related fitness, badminton, yoga, taichi, dance and invasion/evasion games ● 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 ● Engages in physical activity ● Demonstrates appropriate technique in a flexibility 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 ● Problem solves, thinks critically, uses and applies strategies badminton, yoga, taichi, dance & invasion/evasion games ● 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 component of fitness, flexibility, to maintain or improve a physically active lifestyle.</p> <p>Rules, strategies and terminology associated with badminton, yoga/ taichi, dance and invasion/evasion games</p> <p>The importance of fitness conditioning and dynamic stretching on the component of fitness flexibility,</p> <p>The benefit of effective self-management, communication skills, acceptance of self and</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 style="color: #800000;">What are the benefits of living a physically active lifestyle?</p>

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	<p>others' ideas and skill levels to promote good team dynamics and comfort levels in class.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The FITT principle applied to flexibility and agility ● Flexibility & Agility ● Rules, strategies and terminology associated with badminton, yoga/ taichi, dance and invasion/evasion games ● 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 component of fitness, flexibility towards a personal fitness plan.</p> <p>Apply effectively the rules, strategies and terminology to badminton, Yoga/ taichi, dance and invasion/evasion games</p> <p>Self-Assess & Peer assess skills being taught in class</p> <p>Demonstrate physical improvement or maintenance in the skills being taught in class: flexibility</p>