

# UBD Unit Design Template

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| Time Frame: Semester  | Unit Title: PE 9   | Course Name: PE 9  |
| <b>Stage 1: Desired Results</b>   |  |  |
| <b>Established Goal(s)</b>  | <b>Transferable Skills</b>   |  |
| <p><u>Enduring Understandings</u><br/>(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"> <li>● 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)</li> <li>● 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</li> <li>● Uses movement concepts and principles( force, motion, rotation, speed vs accuracy) to analyze and improve performance of self or others</li> <li>● Discusses the benefits of a physically active lifestyle</li> <li>● Applies rates of perceived exertion and pacing</li> <li>● Calculates heart rate, max heart rate, training zone heart rate</li> <li>● Engages in physical activity</li> <li>● 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</li> <li>● Employs effective self management skills</li> <li>● Exhibits respect for others and teamwork</li> <li>● Uses communication skills and strategies that promote team and group dynamics/ assumes a leadership role in a physical activity setting</li> <li>● Problem solves, thinks critically, uses and applies strategies to physical activity</li> <li>● Accepts others ideas, skill level, body type</li> <li>● Applies best practices for safety &amp; use of equipment</li> <li>● Chooses an appropriate level of challenge to experience success</li> <li>● Identify and evaluates the opportunities for social interaction and support through lifelong physical activity</li> </ul> |  |
|   | <b>Meaning</b>   |  |
|   | <p><u>Understandings</u></p> <p><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 style="color: #a52a2a;">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>  |  |
| <b>Acquisition</b> |   |  |
|                    | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The FITT, Overload, &amp; Tedium Principles</li> <li>● 4 Components of Fitness (excluding BMI)</li> <li>● HIIT Workouts (AMWRAP, EMOM, Tabata)</li> <li>● Rules, strategies and terminology associated with volleyball, nitroball, pickleball, badminton, kickball, ultimate frisbee, yoga/ taichi, sabakiball, and team handball.</li> <li>● Social, mental and physical benefits of living a physically active lifestyle.</li> </ul> | <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 &amp; 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> |