



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## High School Sports and Recreation Curriculum

**Course Description:** Sports and Recreation focuses upon rules, etiquette and skill technique for a variety of sports and recreational activities. Students will participate in fitness testing and fitness activities in the course. Students will experience the connection between personal health and regular physical activity.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
ongoing	Fitness	Topic 1: Aerobic Exercise Topic 2: Anaerobic Exercise
ongoing	Recreational Sports	Topic 1: Pickleball Topic 2: Ultimate Sports Topic 3: Badminton
ongoing	Team Sports	Topic 1: Soccer Topic 2: Basketball Topic 3: Volleyball Topic 4: Flag Football Topic 5: Tennis

# Unit 1: Fitness

**Subject:** Physical Education: Sports and Recreation

**Grade:**10-12

**Name of Unit:** Fitness

**Length of Unit:** Ongoing

**Overview of Unit:** Students will be introduced to the importance of physical fitness in a variety of aerobic and anaerobic activities to promote lifetime fitness.

**Priority Standards for unit:**

- PA1A9-12a Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness

**Supporting Standards for unit:**

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
The concepts of health related and skill related fitness to connect the benefits each offers to the development of total lifetime fitness	Use	Understand	1

**Essential Questions:** (begin with why or how)

1. Why is it important to understand the skill related components of fitness?
2. Why is it important to understand the relationship between skill related components and sports performance?
3. How do your fitness scores provide implications about your current level of fitness?

**Enduring Understanding/Big Ideas:**(answers to the essential questions)

1. The six components of skill related fitness are balance, coordination, agility, reaction time, power, and speed.
2. The development of skill related components directly affects sports performance.
3. Fitness scores are used to determine one's personal fitness level.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b> (words that fit into other contents as well)	<b>Content/Domain Specific</b> (words that are really only relevant to Sports & Rec)
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Cardiovascular fitness Skill-Related Components Health-Related Components

## Topic 1: Aerobic Exercise

### **Engaging Experience 1**

**Title:** Aerobic Training

**Suggested Length of Time:** 18 weeks

### **Standards Addressed**

*Priority:*

- PA1A9-12a Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will analyze and compare health, skill, and fitness benefits derived from aerobic exercise. The student will participate in warm up jogging, cool down, timed distance running, and aerobic sports (i.e., soccer, ultimate frisbee)

The student will use the concepts of skill related fitness components to connect the benefits of aerobic exercise toward the development of sport skill performance. The student will measure progress through pre and post aerobic activity times (i.e., mile run)

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Topic 2: Anaerobic Exercise

### **Engaging Experience 1**

**Title:** Anaerobic Training

**Suggested Length of Time:** 18 weeks

### **Standards Addressed**

*Priority:*

- PA1A9-12a Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The students will analyze and compare health, skill, and fitness benefits derived from anaerobic exercise. The student should engage in anaerobic sports or activities (i.e., basketball, volleyball, flag football). The students will use the concepts of skill related fitness components to connect the benefits anaerobic exercise offers towards the development of sport skill performance. The student will engage in pre and post timed sprints, sit and reach test.

**Bloom's Levels:** Apply

**Webb's DOK:** 1

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will participate in an aerobic timed run. Throughout the unit, students will meet benchmarks during the semester to help meet the class learning targets.

Students will participate in an anaerobic timed run. Throughout the unit, students will meet benchmarks during the semester to help meet the class learning targets.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Aerobic Exercise	Aerobic Training	<p>The student will analyze and compare health, skill, and fitness benefits derived from aerobic exercise. The student will participate in warm up jogging, cool down, timed distance running, and aerobic sports (i.e., soccer, ultimate frisbee)</p> <p>The student will use the concepts of skill related fitness components to connect the benefits of aerobic exercise toward the development of sport skill performance. The student will measure progress through pre and post aerobic activity times (i.e., mile run)</p>	18 weeks
Anaerobic Exercise	Anaerobic Training	<p>The students will analyze and compare health, skill, and fitness benefits derived from anaerobic exercise. The student should engage in anaerobic sports or activities (i.e., basketball, volleyball, flag football)</p> <p>The students will use the concepts of skill related fitness components to connect the benefits anaerobic exercise offers towards the development of sport skill performance. The student will engage in pre and post timed sprints, sit and reach test.</p>	18 weeks

## Unit 2: Recreational Sports

**Subject:** Physical Education: Sports and Recreation

**Grade:** 10-12

**Name of Unit:** Recreational Sports

**Length of Unit:** Ongoing

**Overview of Unit:** Students will be introduced to numerous recreational activities to promote lifetime skills, strategies, and fitness.

**Priority Standards for unit:**

- MP2B9-12b Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports

**Supporting Standards for unit:**

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Rules of play, skill technique and basic game strategies in a variety of individual, dual, and team sports	Identify	Remember	1
Rules of play, skill technique and basic game strategies in a variety of individual, dual, and team sports	Apply	Apply	1

**Essential Questions:** (begin with why or how)

1. Why is it important to understand the basic components of rules of play, skill techniques and game strategies in a variety of individual, dual, and team sports?
2. How do basic components guide participation in recreational activities?

**Enduring Understanding/Big Ideas:** (answers to the essential questions)

1. The students will have an understanding of the basic components of rules of play, skill techniques, and game strategies in a variety of individual, dual, and team sports.
2. Participation in recreational activities requires the ability to follow rules, cooperate with teammates, and apply simple strategy.



**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b> (words that fit into other contents as well)	<b>Content/Domain Specific</b> (words that are really only relevant to Sports & Rec)
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Recreation Cooperation

## Topic 1: Pickleball

### **Engaging Experience 1**

**Title:** Pickleball

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12b Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in pickleball. The student will summarize, apply rules, skill techniques and basic strategies in pickleball and will participate in a pickleball tournament.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 1

## Topic 2: Ultimate Sports

### **Engaging Experience 1**

**Title:** Ultimate Sports

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12b Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in ultimate sports. The student will summarize, apply rules, skill techniques and basic strategies in ultimate sports and will participate in ultimate frisbee, ultimate football, handball, and volley tennis.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 1

## Topic 3: Badminton

### **Engaging Experience 1**

**Title:** Badminton

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12b Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in badminton. The student will summarize, apply rules, skill techniques and basic strategies in badminton and will participate in a badminton tournament.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 1

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will participate in a tournament. Tournament options include pickleball, ultimate sport, or badminton. During the tournament, students will apply rules and demonstrate skill competencies, skill techniques, and basic strategies for the defined recreational activity.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Pickleball	Pickleball Training	The student will demonstrate skill competencies in pickleball. The student will summarize, apply rules, skill techniques and basic strategies in pickleball and will participate in a pickleball tournament.	2 weeks
Ultimate Sports	Ultimate sports training	The student will demonstrate skill competencies in ultimate sports. The student will summarize, apply rules, skill techniques and basic strategies in ultimate sports and will participate in ultimate frisbee, ultimate football, handball, and volley tennis.	2 weeks
Badminton	Badminton training	The student will demonstrate skill competencies in badminton. The student will summarize, apply rules, skill techniques and basic strategies in badminton and will participate in a badminton tournament.	2 weeks

## Unit 3: Team Sports

**Subject:** Physical Education: Sports and Recreation

**Grade:** 10-12

**Name of Unit:** Team Sport

**Length of Unit:** Ongoing

**Overview of Unit:** Students will be introduced to numerous team sports to promote lifetime skills, strategies, sportsmanship and fitness.

**Priority Standards for unit:**

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

**Supporting Standards for unit:**

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
History, rules, terminology, scoring, and etiquette in a variety of individual, dual, and team sports	Summarize	Understand	2
Skill competency in a variety of individual, dual, and team sports	Demonstrate	Apply	1

**Essential Questions:**

1. How do basic components guide participation in sport activities?
2. Why is important to understand that skill-related components are required for specific sports?

**Enduring Understanding/Big Ideas:**

1. Sport participation requires the ability to follow rules, cooperate with teammates, and apply simple strategy.
2. Different sports require different skill related health components.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Skill-Related Components Competition Sportsmanship Cooperation Teamwork



## Topic 1: Soccer

### **Engaging Experience 1**

**Title:** Soccer

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in soccer. The student will identify and apply rules of play, skill techniques and basic game strategies of soccer and will summarize, apply rules, skill techniques and basic strategies. Students will participate in a soccer tournament and/or a footsol tournament.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 2: Basketball

### **Engaging Experience 1**

**Title:** Basketball

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in basketball. The student will identify and apply rules of play, skill techniques and basic game strategies in basketball and will summarize, apply rules, skill techniques and basic strategies. Activities in basketball include a 3 on 3 tournament, team tournament, and soccer basketball.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 3: Volleyball

### **Engaging Experience 1**

**Title:** Volleyball

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in volleyball. The student will identify and apply rules of play, skill techniques and basic game strategies of volleyball and will summarize, apply rules, skill techniques and basic strategies. During volleyball, students will participate in a 3 on 3 tournament, team tournament, and/or volley tennis.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 4: Flag Football

### **Engaging Experience 1**

**Title:** Flag Football

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies in flag football. The student will identify and apply rules of play, skill techniques and basic game strategies of flag football and will summarize, apply rules, skill techniques and basic strategies. Flag football activities include a 5 on 5 tournament, a team tournament, and/or Ultimate Football

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Topic 5: Tennis

### **Engaging Experience 1**

**Title:** Tennis

**Suggested Length of Time:** 2 weeks

#### **Standards Addressed**

*Priority:*

- MP2B9-12a Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
- MP2B9-12c Consistently demonstrate skill competency in a variety of individual, dual and team sports

*Supporting:*

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

**Detailed Description/Instructions:** The student will demonstrate skill competencies for tennis. Students will identify and apply rules of play, skill techniques and basic game strategies for tennis and will summarize, apply rules, skill techniques and basic strategies. During tennis, students will participate in a singles tournament, doubles tournament, king of the court, and/or handball.

**Bloom's Levels:** Apply

**Webb's DOK:** 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The students will participate in a tournament. Tournament options include soccer, basketball, volleyball, flag football, and tennis. During the tournament, students will apply rules and demonstrate skill competencies, skill techniques, and basic strategies for the defined recreational activity.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Soccer	Soccer	The student will demonstrate skill competencies in soccer. The student will identify and apply rules of play, skill techniques and basic game strategies of soccer and will summarize, apply rules, skill techniques and basic strategies. Students will participate in a soccer tournament and/or a footsol tournament.	2 weeks
Basketball	Basketball	The student will demonstrate skill competencies in basketball. The student will identify and apply rules of play, skill techniques and basic game strategies in basketball and will summarize, apply rules, skill techniques and basic strategies. Activities in basketball include a 3 on 3 tournament, team tournament, and soccer basketball.	2 weeks
Volleyball	Volleyball	The student will demonstrate skill competencies in volleyball. The student will identify and apply rules of play, skill techniques and basic game strategies of volleyball and will summarize, apply rules, skill techniques and basic strategies. During volleyball, students will participate in a 3 on 3 tournament, team tournament, and/or volley tennis.	2 weeks
Flag Football	Flag Football	The student will demonstrate skill competencies in flag football. The student will identify and apply rules of play, skill techniques and basic game strategies of flag football and will summarize, apply rules, skill techniques and basic strategies. Flag football	2 weeks

		activities include a 5 on 5 tournament, a team tournament, and/or Ultimate Football	
Tennis	Tennis	The student will demonstrate skill competencies for tennis. Students will identify and apply rules of play, skill techniques and basic game strategies for tennis and will summarize, apply rules, skill techniques and basic strategies. During tennis, students will participate in a singles tournament, doubles tournament, king of the court, and/or handball.	2 weeks



# Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.