



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Water Sports and Conditioning Curriculum

Course Description: Students will be actively involved in a variety of water games including, but not limited to, volleyball, baseball, football, water polo, basketball and double ball. Fitness development is an important aspect of this course along with swimming stroke development. Students will participate in conditioning activities daily.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
ongoing	Fitness	Topic 1: Aerobic Exercise Topic 2: Anaerobic Exercise
6 days	Social Dancing	Topic 1: Synchronized Swimming
ongoing	Team Sports	Topic 1: Basketball Topic 2: Volleyball Topic 3: Ultimate Sports Topic 4: Water Baseball

Unit 1: Fitness

Subject: Physical Education: Water Sports

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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:

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

Enduring Understanding/Big Ideas:

1. The development of skill related components directly affects sports performance.
2. Fitness scores are used to determine one's personal fitness level.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Cardiovascular fitness 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 swim, cool down, timed distance swim, and aerobic sports (i.e. water polo, torpedo)

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. 5 lap test)

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 in the pool (i.e. basketball, volleyball, baseball). 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. (i.e. one lap timed sprint)

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 swim sprint. Throughout the unit, students will meet benchmarks during the semester to help meet the class learning targets.

Students will participate in an anaerobic timed swim sprint. 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 swim, cool down, timed distance swim, and aerobic sports in the pool (i.e. basketball, volleyball, and ultimate football)</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. 5 lap timed swim)</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 in the pool (i.e. basketball, volleyball, ultimate 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.</p>	18 weeks

Unit 2: Social Dancing

Subject: Physical Education: Water Sports

Grade: 10-12

Name of Unit: Social Dancing

Length of Unit: 6 Days

Overview of Unit: Students will be introduced to basic skills and etiquette of a variety of dance performances.

Priority Standards for unit:

- MP3D9-12a Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., synchronized swimming routines)

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds.	Demonstrate	Apply	1

Essential Questions:

1. Why is it important to understand basic skills and etiquette of dance?

Enduring Understanding/Big Ideas:

1. The development of basic skills and etiquette of dance directly affects sports performance.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	Dance etiquette

Topic 1: Synchronized Swimming

Engaging Experience 1

Title: Synchronized Swimming

Suggested Length of Time: 6 days

Standards Addressed

Priority:

- MP3D9-12a Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., synchronized swimming routines)

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 perform a two-minute synchronized swimming routine to show understanding of proper dancing etiquette.

Bloom's Levels: Demonstrate

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 a two-minute synchronized swimming routine. The students will use what they learned through the unit and apply it to their final routine.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Dancing	Synchronized Swimming	The student will perform a two-minute synchronized swimming routine to show understanding of proper dancing etiquette. (i.e. Synchronized Swimming Routine)	6 days

Unit 3: Team Sports

Subject: Water Sports

Grade: 10-12

Name of Unit: Team Sports

Length of Unit: Ongoing

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

Priority Standards for unit:

- MP2D9-12a Summarize the history, rules, terminology, and etiquette in aquatics and gymnastics.
- MP2D9-12b Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
history, rules, terminology, and etiquette in aquatics and gymnastics.	Summarize	Understand	2
rules, skill techniques and basic strategies in aquatics or gymnastics.	Identify	Remember	1
rules, skill techniques and basic strategies in aquatics or gymnastics.	Apply	Apply	2

Essential Questions:

1. Why is it important to know the history, rules, terminology, and etiquette of specific water sports?
2. Why is important to understand the rules, skill techniques, and basic strategies of specific water sports?

Enduring Understanding/Big Ideas:

1. Water sports participation requires understanding the history, rules, terminology, and etiquette of specific water sports.
2. Water sport participation requires the ability to follow rules, cooperate with teammates, and apply simple strategy.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Demonstrate Describe Distinguish Determine Define Evaluate Explain Summarize Imply	History Etiquette Skill technique Competition Sportsmanship Cooperation Teamwork

Topic 1: Basketball

Engaging Experience 1

Title: Basketball

Suggested Length of Time: 2 Weeks

Standards Addressed

Priority:

- MP2D9-12a Summarize the history, rules, terminology, and etiquette in aquatics and gymnastics.
- MP2D9-12b Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.

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 while playing in the pool. 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 2: Volleyball

Engaging Experience 1

Title: Volleyball

Suggested Length of Time: 2 Weeks

Standards Addressed

Priority:

- MP2D9-12a Summarize the history, rules, terminology, and etiquette in aquatics and gymnastics.
- MP2D9-12b Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.

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 while playing in the pool. 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 Nukem.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Ultimate Sports

Engaging Experience 1

Title: Ultimate Sports

Suggested Length of Time: 2 Weeks

Standards Addressed

Priority:

- MP2D9-12a Summarize the history, rules, terminology, and etiquette in aquatics and gymnastics.
- MP2D9-12b Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.

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 football while playing in the pool. The student will identify and apply rules of play, skill techniques and basic game strategies of Water Ultimate football and will summarize, apply rules, skill techniques and basic strategies. Ultimate football activities include a 3 on 3 tournament, 5 on tournament, and a full class game of ultimate football.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 4: Water Baseball

Engaging Experience 1

Title: Water Baseball

Suggested Length of Time: 2 Weeks

Standards Addressed

Priority:

- MP2D9-12a Summarize the history, rules, terminology, and etiquette in aquatics and gymnastics.
- MP2D9-12b Identify and apply rules, skill techniques and basic strategies in aquatics or gymnastics.

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 water baseball. The student will identify and apply rules of play, skill techniques and basic game strategies of water baseball and will summarize, apply rules, skill techniques and basic strategies. Water baseball activities include a 5 on 5 tournament and class tournament.

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 water-sport tournament. Tournament options include basketball, volleyball, ultimate football and water baseball. 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

Topic	Engaging Experience Title	Description	Suggested Length of Time
Basketball	Basketball	The student will demonstrate skill competencies in basketball while playing in the pool. 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 while playing in the pool. 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 Nukem.	2 weeks
Ultimate Sports	Ultimate Sports	The student will demonstrate skill competencies in Ultimate football while playing in the pool. The student will identify and apply rules of play, skill techniques and basic game strategies of Water Ultimate football and will summarize, apply rules, skill techniques and basic strategies. Ultimate football activities include a 3 on 3 tournament, 5 on tournament, and a full class game of ultimate football.	2 weeks

Water Baseball	Water Baseball	The student will demonstrate skill competencies in water baseball. The student will identify and apply rules of play, skill techniques and basic game strategies of water baseball and will summarize, apply rules, skill techniques and basic strategies. Water baseball activities include a 5 on 5 tournament and class tournament.	2 weeks
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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.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.