

Course Name : Lifetime Activities

Course Overview : This course will allow the students to be introduced to a wide variety of community and social games that will allow them to interact and create relationships within the community. This class will also provide a learning opportunity for personal health discovery in being able to create an individual exercise program that will be used in class. The students will be tested on game history, rules, and social etiquette. Also students will be required to create a S.M.A.R.T. goal.

Course Materials/Resources/Technology Students will need to download the PLT4M app, walk my fitness app onto their phones.

UNIT: Indoor Games

Duration of Unit: 35 Days

Description of Unit: This unit will cover the rules, and basic strategies involved in playing the games.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the games introduced in class. Can you implement strategies to create and manage personal health goals.

ESSENTIAL Standards	Learning Targets
1.The student will demonstrate competency in a variety of motor skills and movement patterns.	PE.S1 H2 L3 Apply activity specific throwing skills in 2 or more small sided invasion and fielding games, including those from other cultures.

<p>2.The student will apply knowledge of concepts, principles, strategies, and tactics in a variety of assessments.</p>	<p>PE.S2 H2 L3 Apply terminology from study guides and video observation to provide proficiency feedback in selected individual performance activities, dance net wall games, target games, and outdoor pursuits appropriately on written assessments.</p>
<p>3. The student will demonstrate the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p>	<p>PE S3 H4 L3</p>
<p>4. The student will exhibit responsible classroom, personal and social behavior that respects self and others while promoting a positive classroom environment.</p>	<p style="text-align: center;">PE S4 H3 L3 Implement strategies to support, encourage, and advocate for classmates with perceived differences.</p>
<p>5.The student will recognize the value of physical activity for health, enjoyment, challenge self expression and social interaction.</p>	<p>PE S5 H4 L3 Create a plan for physical activity participation based of life choices, economics, motivation, and accessibility in college or career setting.</p>
<p>NICE TO KNOW Standards</p>	<p style="text-align: center;">Learning Targets</p>
<p>6.The student will create, assess, and analyze the progress toward S.M.A.R.T. goals</p>	

and adjust or create a new goal to improve one's overall health.	
Common Summative Assessments	

UNIT: Outdoor games	
Duration of Unit: 35 days	
Description of Unit: This unit will cover the rules, strategies, skill development, team work, and sportsmanship through drills and game play. For a variety of games that can be played outdoors.	
Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing games selected by the instructor? How well are you able to get along and promote a positive learning environment with your peers.	
ESSENTIAL Standards	Learning Targets
1.The student will	Students will demonstrate passing, setting, blocking, and serving of the volleyball.

<p>demonstrate competency in a variety of motor skills and movement patterns.</p>	
<p>2.The student will apply knowledge of concepts, principles,strategies,and tactics in a variety of assessments.</p>	<p>Students will recall volleyball vocabulary and rules from the study guide, lecture, drills, and game play.</p>
<p>3. The student will demonstrate the knowledge and skills to achieve a health enhancing level of physical activity and fitness.</p>	<p>Students will demonstrate communication skills, personal management strategies, and inclusive behaviors that promote a positive culture.</p>
<p>4. The student will exhibit responsible classroom, personal and social behavior that respects self and others while promoting a positive classroom environment.</p>	<p>Students will model safe participation, respect for others, proper etiquette, and teamwork while engaging in volleyball.</p>
<p>5.The student will recognize the value of physical activity for health, enjoyment,challenge self expression and social interaction.</p>	<p>Students will demonstrate problem solving, integrity, and intrinsic motivation.</p>
<p>6..The student will create,assess, and</p>	<p>Students will analyze the positive impact of being physically active and analyze the negative impact of not being physically active.</p>

<p>analyze the progress toward S.M.A.R.T. goals and adjust or create a new goal to improve one's overall health</p>	
<p>NICE TO KNOW Standards</p>	<p>Learning Targets</p>
<p>Common Summative Assessments</p>	

Personal Fitness Unit

Duration of Unit 10 days

This unit will allow the student to start to recognize the benefits of physical activity and the positive impact it can have on daily life. Also the student will be introduced to the 5 components of fitness. The student will also be introduced to a variety of different ways to perform physical activity depending on age, choice, economics and environment.

5.The student will recognize the value of physical activity for health, enjoyment,challenge self expression and social interaction.

**PE S5 H1 L3
Create and implement a plan or use self selected activities based on overall health and well-being.**

UNIT: FLAG FOOTBALL

Duration of Unit: 20 Days

Description of Unit: This unit will cover the rules, strategies, skill development, team work, and sportsmanship through drills and game play.

Essential Questions and/or Enduring Understandings: Can you exhibit responsible social behavior by playing the game of flag football? Can you maintain/improve a health-enhancing fitness level by playing the game of flag football?

ESSENTIAL Standards	Learning Targets
I can play team sports using basic skills and strategies of the sport. (1:4:A7)	Students will demonstrate passing, catching, punting, throwing, and carrying of the football.
I can describe the impact of new skills, tactics, and rules in the form of a variety of written assessments.	Students will recall flag football vocabulary and rules from the study guide, lecture, drills, and game play.

(2:4:B4)	
<p>I can work well with my peers of all skill levels regardless of individual differences in all settings. (5:4:A3)</p>	<p>Students will demonstrate communication skills, personal management strategies, and inclusive behaviors that promote a positive culture.</p>
<p>I can be respectful, mature, and follow classroom policies on a daily basis, while contributing to a positive learning environment. (5:4:A6)</p>	<p>Students will model safe participation, respect for others, proper etiquette, and teamwork while engaging in flag football.</p>
<p>I can demonstrate responsible decisions about using time, applying rules, and following through with decisions made. (5A:4A)</p>	<p>Students will demonstrate problem solving, integrity, and intrinsic motivation.</p>
<p>NICE TO KNOW Standards</p>	<p>Learning Targets</p>
<p>NA</p>	

