

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 UNIT Target

North Smithfield School Department

TITLE OF UNIT: Target

GRADES : 9-12

Target: archery, golf, disc golf

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** 12 days

OVERVIEW OF UNIT:

In target games, a player either throws, slides, or strikes an object with the goal of having the object land closest to or in a designated target. Griffin et al. (2006, p. 21).

ESSENTIAL QUESTIONS

How can you have an object land closest to or in a designated target?

STANDARDS: Physical Education

1. Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2. Students will apply movement concepts and principles to the learning and development of motor skills.

3. Students will understand the implications of and the benefits derived from involvement in physical activity.

4. Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5. Students will demonstrate responsible personal and social behavior in physical activity settings.

6. Students will understand that internal and external environments influence physical activity.

PHYSICAL EDUCATION STANDARDS: See curriculum for specifics

1. Competency in many movements

- Competency 1.1.1 -1.1.2
 - Target: archery, golf, disc golf
 - Skills: balancing, aiming, stance, grip
 - Rules: follow proper etiquette, safety
- Warm-up and cool down 1.1.3
- Proficiency 1.2.1 -1.2.2

2. Movement concepts and principles

- Movement competence and proficiency 2.1.1
- Uses information from a variety of sources (internal/external) 2.1.2
- Skills, strategies and rules to specific activity/sport 2.1.3
- Skills: balancing, aiming, stance, grip
- Rules: follow proper etiquette, safety
- Critical elements/sport specific skills 2.2.1
- e.g. in disc golf using proper shot selection to minimize throwing attempts to target
- Movement skills, concepts, and principles 2.3.1-2.3.2
- e.g. from body position when shooting in archery to body positioning while swinging a golf club

3. Benefits from physical activity

- Social benefits 3.3.1-3.3.2
- Cognitive benefits 3.4.1-3.4.3

4. Physically active life style

5. Personal and social behavior

- Appropriate clothing and protective equipment 5.1.1
- Safety considerations 5.1.2
- Behaviors 5.1.3
- Safety protocol 5.1.4 -5.1.5
- Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5
- Rules 5.2.1
- Proper, appropriate, and safe attire 5.2.1
- Communication 5.3.1
- Respect 5.3.2
- Conflicts in appropriate ways 5.4.1
- Conflict resolution process 5.4.2
- Working cooperatively 5.5.1
- Prevent injuries 5.6.2
- Opportunities of participation 5.7.1
- Positive and negative verbal communication 5.7.2-5.7.3
- Cooperative and productive group processes 5.8.1
- Common goals 5.8.2

6. Internal and external environments

- Identifies safe locations 6.1.1
- Identifies physical activities in a variety of settings 6.2.1
- Identifies youth organizations 6.6.1

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

ENDURING UNDERSTANDING:

- Understanding there is a correlation between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and applying offensive and defensive strategies.
- Knowing and applying the concept of teamwork.
- Creating spatial awareness (on and off the ball movement).

PRIOR KNOWLEDGE:

- Offensive and defensive strategies
- Concept of teamwork

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STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

- 1.1.1 Understands that **competency** is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.
- 1.1.2 Shows competency in many movement forms:
- **Target:** archery, golf, disc golf
 - **Skills:** balancing, aiming, stance, grip
 - **Rules:** follow proper etiquette, safety
- 1.1.3 Applies **warm-up** and **cool-down** principles in a fitness plan:
- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
 - cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.
- 1.2.1 Understands that **proficiency** is
- adequate ability to engage in the activity in a meaningful way.
 - active participation in increased complexity of movement forms to safely participate in an activity.
 - adequate understanding of the rules of the activity.
- 1.2.2 Demonstrates **proficiency** (e.g., basic skills) in an increasing number of more complex versions of movement forms (e.g., individual, team, and recreational activities):
- **Target:** archery, golf, disc golf
 - **Skills:** balancing, aiming, stance, grip
 - **Rules:** follow proper etiquette, safety

2. Movement concepts and principles

- 2.1.1 Applies activity- specific knowledge to develop movement competence and proficiency.
- 2.1.2 Uses information from a variety of sources
- internal origin, e.g. previous knowledge
 - external origin, e.g. written, verbal, visual materials, and physical demonstration to improve skill performance, e.g. proper technique, stance, grip, preparation, execution, follow through.
- 2.1.3 Applies skills, strategies and rules to specific activity/sport
- **Target:** archery, golf, disc golf
 - **Skills:** balancing, aiming, stance, grip
 - **Rules:** follow proper etiquette, safety
- 2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:
- **Target:** archery, golf, disc golf
 - e.g. in disc golf using proper shot selection to minimize throwing attempts to target
- 2.3.1 Understands
- **movement skills**, e.g. striking skills - tennis and volleyball serve; similarities and differences.
 - **concepts (understanding)**, e.g. transfer of similar concepts from skill to skill; similarities and differences.
 - **principles (why)**, e.g. good performance is linked to process ; similarities and differences between activities at a more complex level.
- 2.3.2 Transfers and use movement skills, concepts and principles in the following:
- **Target: archery, golf, disc golf**
 - e.g. from body position when shooting in archery to body positioning while swinging a golf club

3. Benefits from physical activity

- 3.3.1 Identify and analyze the **social benefits** of regular participation in physical activity e.g.,
- cooperation

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- sportsmanship
- teamwork
- relationships
 - community
 - family
 - friends
 - peers
 - school

3.3.2 Understands that physical activity provides an opportunity for

positive social interaction through:

- respect
- responsibility
- integrity
- self-direction
- perseverance
- cooperation
- honesty
- patience
- self-discipline
- trust
- positive communication
- sportsmanship

3.4.1 Analyzes, predicts and evaluates the **cognitive benefits** of regular participation in physical activity e.g.,

- produces state of relaxed alertness conducive to learning
- improves focus, concentration and awareness

3.4.2 Analyzes, predicts and evaluates that physical activity can increase

- physiological factors/changes which enhance cognitive function and decision-making
 - increases levels of endorphins in the brain
 - increases blood flow (oxygen) to the brain
- test scores
- focus, concentration and awareness
- better attendance in schools

3.4.3 Evaluates the value of physical activity for life-long wellness.

5. Personal and social behavior

5.1.1 Wears **specific** and **appropriate clothing** and **protective equipment** to participate in physical activity. (handbook)

5.1.2 Understands and applies **safety considerations** for all physical education activities:

- proper attire
 - sneakers and socks
 - sweatshirt/sweatpants for outdoor activities (suggested)
- rules of the game
- proper use of equipment

5.1.3 Identifies and avoids **actions or behaviors that endanger others**, e.g.

- **bullying/** cyber bullying
- **inappropriate physical contact** e.g.
 - tackling in flag football
 - tripping

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- pushing/shoving
 - **inappropriate use of equipment** e.g.
 - swinging bats, sticks, rackets, clubs, bow and arrows
- 5.1.4 Describes **safety protocol** to avoid
- blood-borne pathogens
 - transmission of disease
 - inhaler usage/breathing emergencies
 - dehydration
 - hypo/hyperthermia during physical activity
 - inappropriate attire for weather conditions
 - injury.
- 5.1.5 Applies **safety protocol** in all physical activity settings, e.g.
- weight room
 - gymnasium
 - locker room
 - turf fields
 - outdoor facilities
- 5.1.6 Selects and uses appropriate **warm-up and cool-down activities** to prevent injuries.
- Dynamic
 - Static
- 5.2.1 Explains why and how **rules** make participation in physical activity safe, e.g.
- Rules for specific sports, e.g.
 - hockey – no checking
 - flag football – no tackling
 - proper attire and footwear
- 5.2.2 Understands and applies the criteria for **proper, appropriate, and safe attire** for physical activity:
- Athletic shorts of appropriate length (following NSHS Handbook) or sweat pants
 - Jewelry (loose and dangling removed)
 - Sneakers (tied)
 - T-shirts or athletic jersey (following NSHS Handbook)
- 5.3.1 **Communicates** effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.
- 5.3.2 Shows **respect** for others in positive and negative game situations.
- 5.3.3 **Accepts all decisions** of game officials, e.g. teachers, students, and coaches (good sportsmanship).
- 5.4.1 Resolves conflicts in appropriate ways such as:
- Proper communication
 - Walking away from a situation
 - Getting help
 - Talking to trusted adults
- 5.4.2 Applies a **conflict resolution process** when confronted with a behavior choice:
- *define the conflict*
 - *agree to solve the problem*
 - *exchange reasons for opinions*
 - *revise opinions*
 - *brainstorm solutions*
 - *determine the best solution.*
- 5.5.1 Comprehends the benefits of **working cooperatively** in a group to achieve one main goal by:
- Demonstrating **positive behavior** in both competitive and cooperative settings.
 - Recognizing **good sportsmanship** from teammates and opponents.
 - Makes **good decision-making** based on the **safety** of self and others.
 - Demonstrates cooperation with peers and others through **verbal and non-verbal behavior** to achieve group goals.
 - Demonstrates tolerance and acceptance in competitive as well as cooperative settings.

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- 5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:
- appropriate equipment/clothing
 - field conditions and safety concerns
 - good sportsmanship
 - procedures and protocol
 - proper etiquette
 - rules and regulations
- 5.6.2 Recognizes how to prevent injuries e.g.
- awareness of potential facility hazards
 - extreme weather conditions
 - hydration awareness
 - importance of warm-ups and cool downs
 - notify if injured
- 5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.
- development and growth, taking control of life)
- 5.7.2 Differentiates between positive and negative verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:
- cooperation/collaboration
 - creativity/thoughtful
 - communication skills
 - active
 - reflective
 - positive risk taking
 - leadership/shared leadership
 - respect
 - trust
 - self-discipline
- 5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:
- communication
 - conflict resolution
 - cooperation
 - etiquette
 - group identity
 - positive interaction
 - rules and procedures
 - roles and relationships
 - safe practices
 - short and long-term goals
 - sportsmanship
 - teamwork

6. Internal and external environments

- 6.1.1 Identifies various safe locations that are intended for physical activity, e.g.
- Home setting, e.g. Backyard, basement

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- Parks – Pacheco Park, The Meadows
- Playgrounds
- Private and public facilities
 - Wide World of Sports
- Recreation Department
 - Organized youth sports teams, leagues and clubs
- School grounds - Disc Golf Course, weight room, gymnasium
- Turf field/track

6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g.

- **Target:** archery, golf, disc golf
 - intramural club
 - public/private facilities (Country View Golf Course, Crystal Lake)
 - personal and home training

6.6.1 Identifies youth organizations in the community that offer physical activity programs

- Home setting, e.g. Backyard, basement
- Parks
 - Ninigret Park
 - Normandy Farms Campground
- Private and public facilities
 - Crystal Lake Golf Course
 - Country View Golf Course Recreation Department
- Organized youth sports leagues
- School grounds - Disc Golf Course
- Turf field/track

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Activity logs • Anecdotal records skill assessments • Conferencing • Exhibits • Interviews <ul style="list-style-type: none"> ○ Student to student ○ Teacher to student ○ Student to third party | <ul style="list-style-type: none"> • Collaboration - interpersonal • Graphic organizers • Journals • Multiple Intelligences assessments, e.g. <ul style="list-style-type: none"> ○ Role playing - bodily kinesthetic • Oral presentations • Problem/Performance based/common tasks | <ul style="list-style-type: none"> • Rubrics/checklists • Tests and quizzes (pre and post) • Technology • Think-alouds • Writing genres <ul style="list-style-type: none"> ○ Arguments/ opinion ○ Informative |
|--|--|---|

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Clipboards • DVDs • Projector • Ipad • Sports equipment for: Archery, disc golf, golf | <ul style="list-style-type: none"> • www.choosemyplate.gov • www.fitness.gov • www.cdc.gov • www.fitnessgram.net • www.pbs.org (life fitness) • www.pbis.org • www.health.qld.gov | <ul style="list-style-type: none"> • www.essentiallifefskills.net • www.crnhq.org (conflict resolution, conflict resolving communication in a culture of peace and social justice) • www.essentiallifefskills.net (personal |
|---|---|---|

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VOCABULARY

- Quiver
- Knock
- Finger/Forearm Guards
- Target
- Firing Line
- Draw Length
- Bow Weight
- Bow String
- Arrow
- Bow Arm
- Canter
- Firing Commands (e.g. prepare to fire)
- Firing Range
- Clubs (e.g. Drivers, Wedges, Putter, Irons)
- Tee
- Tee Box
- Green
- Honors
- Golf Etiquette
- Par
- Bogie
- Eagle
- Birdie
- Ace
- Hole in One
- Putting
- Divet
- Rough
- Fairway
- Hyzer
- Anhyzer
- Hammer Throw
- Tomahawk
- Forehand
- Backhand
- Side arm
- Roller
- Disc Catcher
- Mid- Range Discs
- Putters
- Driver Discs
- Grips
- Approach

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LESSON PLAN for SMALLER UNITS _____

LESSONS

- Lesson # 1 Summary:
 - Lesson #2 Summary:
 - Lesson #3 Summary:
 - Lesson # 4 Summary
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**
- Procedures:**
 - Lead -in
 - Step by step
 - Closure
- Instructional strategies:** see curriculum introduction

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□ **Assessments:** see curriculum introduction

○ **Formative**

○ **Summative**