

Queens School of Inquiry

Course: HS Physical Education

Essential Question(s):

Know: At the end of this course, students will KNOW...	Understand: At the end of this course, students will UNDERSTAND that...	Do: At the end of this course, students will be able to...	
Resource Management They have built a foundation that will allow them to take control of their health and fitness, to be educated consumers of health and wellness services, and learn how to be physically active within their local communities.	RM Students should utilize the resources available to them both in school and their community in order to take control of their health and fitness.	Identify and plan opportunities for effective and respectful collaboration. - I can participate as a part of a team to achieve a common goal. - I can work in a team to identify and develop different approaches and set plays for a particular sport or physical activity.	
		Guide, encourage, and challenge to advance personal and collective learning. - I can demonstrate good sportsmanship and teamwork as a part of a sport or physical activities. - I can guide and encourage fellow team members in overcoming challenges in performance and skills in sport or physical activities.	
Community Building How the skills practiced in the Community Building unit will impact their future plans for college, career, and life after graduation. The skills and concepts practiced in this theme will help students explore how to value their peers and themselves and develop skills necessary for positive collaboration inside and outside of PE.	CB - Collaboration is necessary to achieve a group goal both inside and outside of PE - There are effective communication and relationship skills that foster and build community. - It is necessary to Identify one's strengths and limitations, with a focus on growth and improvement in order to be a successful part of the community.	Participate in and contribute to the enhancement of community life - I can exhibit responsible social behaviors and cooperate with classmates. - I can actively participate in order to demonstrate that value physical activity for my personal health and well-being.	
		Demonstrate intentional organization, purpose, and conventions in speaking, writing, presenting, performing, and creating. - I can competently perform a variety of motor skills and movement patterns relevant to a specific sport or activity. - I can use physical activity and exercise equipment appropriately and safely. - I can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	
		Develop and use models, visuals and graphics to express thoughts, ideas, and concepts. - I can analyze models, visuals and graphics to gain an understanding of key concepts in health, fitness, and physical activity. - I can incorporate models, visuals, and graphics to explain key ideas and issues in health, fitness, physical activity and performance.	

Individual Performance

How to apply the concepts and skills taught in this theme to a variety of activities. Through goal setting, planning, and assessment, students will have the opportunity to improve their own fitness levels, and the knowledge to access local resources to maintain a healthy, active lifestyle through high school and beyond.

IP

- Change comes with setting a goal and actually putting in the individual work towards it.
- This is something that can easily be done throughout one's life.

Obtain, send, and correctly comprehend and interpret information, ideas and thoughts.

- I can access valid health information, products and services on my own.

Observe and evaluate situations in order to define problems.

- I can define all the main elements of the problem
- I can identify different ways to approach a challenge in physical or sporting performance or activities.

Identify and analyze patterns, trends, relationships, and outliers that apply to solutions.

- I can intentionally select effective skills and movements in dynamic, competitive situations.
- I can accurately identify examples of physical, social, emotional, intellectual, spiritual, and environmental health.
- I can explore numerous alternatives.

Reflect on the learning process in order to move forward or iterate.

- I can ask questions about observations and actions in order to better my understanding, challenge inconsistencies and/or make revisions.

Frame questions, make predictions, and design data collection and analysis strategies

- I can design an investigation of a topic in health or fitness. Or sport?
- I can analyze data related to health, fitness or physical activities to draw conclusions related to a question and prediction.

Critically think about a variety of texts, topics, and issues to inform, influence, adjust, and/or justify thinking.

- I can analyze the relationship between healthy/unhealthy behaviors and personal health.
- I can analyze the accuracy, bias, and usefulness of information.

Rhythms and Dance

This theme emphasizes creativity, self-expression, and aesthetics. The skills and concepts emphasized in this theme allow participants to engage in health-enhancing physical activity while exploring self-awareness, cultural identities, and social interaction. Successful participation also promotes students' ability to access local resources and plan for how to engage in rhythmic or dance activities through college and/or career.

RD

- Dance is a form of exercise where you can be creative, learn about different cultures and have fun all at the same time.
- This is something that can easily be done throughout one's life.

Sports and Games Sports and games allow students to apply tactics and strategies, demonstrate fundamental motor skills, cooperate with and encourage classmates, demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression. Successful participation also promotes students' ability to access local resources and plan for how to engage in sports and games through college and/or career.	SG • Sports and games require cognitive ability while also having fun and getting exercise. • You may try a specific sport and be great at it, and you may try another and not be so good at it, but if you try enough sports and games, you will eventually find one that you enjoy and have some success with.	
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		Participate in and contribute to the enhancement of community life • I can exhibit responsible social behaviors and cooperate with classmates. • I can actively participate in order to demonstrate that I value physical activity for my personal health and well being.